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ABSTRACT

This Seminar, held in Singapore June 9-14, 1969, brought together some of the leading scholars in the field of language teaching, from both within and outside the Southeast Asian region, for the following purposes: (1) to review some of the more significant developments of the past two decades in language teaching; (2) to consider some of the newer concepts, particularly those developed out of transformational grammar; (3) to provide a platform for the exchange of ideas stemming from the various schools of linguistics and methodology; and (4) to stimulate critical thinking among the language teaching professionals of the SEAMEO (Southeast Asian Ministers of Education Organization) countries. A noteworthy feature of the Seminar was the emphasis of most speakers on the need for eclecticism; there was agreement among the theoretical linguists and the practicing teachers present that the best results in language teaching were likely to be achieved by taking insights into language and teaching strategies of proven value from every available source. Summaries of all the 35 papers, with some account of the subsequent discussions, are presented in this Report. A number of the papers will be published in full in a forthcoming first issue of the RELC (Regional English Language Centre) Journal. For earlier reports, see AL 002 147 and AL 002 148. (AMM)

RELC/IPO/S4

REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REGIONAL SEMINAR ON NEW DEVELOPMENTS IN THE THEORY AND METHODS OF TEACHING AND LEARNING ENGLISH

AL 002 231

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convened by the
SEAMEO Regional English Language Centre
with the cooperation of the
Ministry of Education, Malaysia
and
Ministry of Education, Singapore

Singapore
9-14 JUNE 1969

SEAMEO

SOUTH EAST ASIAN MINISTERS OF EDUCATION ORGANIZATION
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With the Compliments of the Director.

ED034980

INTRODUCTION

THE AIMS AND ACHIEVEMENTS OF THE SEMINAR

More than two decades have now passed since the great "revolution" in second language teaching began. The aural-oral approach, pattern practice, substitution drills, contrastive analyses - all of these concepts and others were to be taught to thousands of second language teachers (particularly to teachers of English) as the new discipline of Applied Linguistics was being established in various academic circles. By now - 1969 - a whole generation of students and teachers has gone through their language learning experience by the "new" method.

During these eventful two decades, a great deal of theorizing, experimentation and speculation pertaining to the efficacy of the "new" methods have been seen. There have been many challenges and defences made by the partisans of the various schools of linguistics and methodology. Indeed, the scene has never been static.

This seminar brought together some of the leading scholars in the field of language teaching, from both within and outside the Southeast Asian region, for the following purposes:

to review some of the more significant developments of the past two decades in language teaching;

to consider some of the newer concepts, particularly those that have developed out of transformational grammar;

to provide a platform for the exchange of ideas stemming from the various schools of linguistics and methodology;

to stimulate critical thinking among the language teaching professionals of the SEAMEO countries.

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It can be stated with some confidence that the aims of the Seminar were satisfactorily achieved.

The first three days were largely devoted to theoretical considerations, both linguistic and pedagogical. The meetings on these days were held in plenary session as it was considered that all participants would be interested in hearing of the latest ideas and developments in the theory of linguistics and language pedagogy. It was significant that the great majority of the theoretical linguists present were of the transformational-generative persuasion. This contemporary model of linguistic description was new to a large number of the participants and the exciting insights into language and language acquisition provided by transformational theory created considerable stir among many of the specialists attending. In fact, the first three days of the Seminar could be looked at from one point of view as a short course in transformational grammar - a course, it should be added, lucidly and authoritatively presented by the linguists who delivered papers. Consideration of the transformational model, however, was not confined to the theory; a number of speakers speculated on possible applications of this theory in the second language classroom. The transformational theory is not much more than ten years old and there is little general agreement at the present time on its likely value in the area of second language teaching. Nevertheless, some very interesting suggestions about possible applications of the new theory were put forward and all participants anticipated valuable results for their work as these applications came to be worked out.

A second interesting topic which ran as a thread through the discussions following the plenary session papers was the suggestion that the time had come to establish the Teaching of English as a Second/Foreign Language as an academic or pedagogical discipline in its own right. Such a branch of pedagogy would be an inter-disciplinary study, drawing from a number of other disciplines such as linguistics, psychology and so on but would be essentially based on the empirical findings of what succeeded in practice in the language classroom.

After the plenary sessions, two days were devoted to the applications of the theories and to other matters in smaller groups. Three sections were formed, dealing with the following topics:

Section A	The Teaching of Spoken English
Section B	Textbooks and the Teaching of Reading
Section C	The Teaching of Writing

A total of eighteen papers in all was read at the Section Meetings and a number of very useful practical ideas was discussed.

In addition, there were presentations early each evening which ranged from demonstrations of TESL by Television, an inexpensive version of a language laboratory and the use of the overhead projector in teaching reading to considerations of English teaching problems in Vietnam and Japan.

Perhaps the most noteworthy feature of the Seminar was the emphasis of most speakers on the need for eclecticism; this note was sounded equally by the theoretical linguists and the practising teachers present; there was wide agreement that, in the present "state of the art," the best results in language teaching were likely to be achieved by taking insights into language and teaching strategies of proved value from every available source.

The report that follows contains summaries of all the thirty-five papers delivered at the Seminar with some account of the subsequent discussions. Considerations of space have prevented us from printing each paper in full. However, a number of the papers in toto will be published in the first issue of the RELC Journal, which is due to appear later this year and which will be despatched gratis to everyone who attended the Seminar.

It is to be hoped that the next RELC Seminar, in 1970, to be devoted to the topic of English Language Testing, will attract a similarly distinguished team of speakers and an equally enthusiastic and concerned group of participants.

MESSAGE FROM THE EDUCATION DEPARTMENT, HONG KONG, TO THE SEMINAR

Delivered by Mr. John Winfield,
Education Department,
Hong Kong.

The Education Department of the Hong Kong Government is very happy to be associated with the Fourth Regional Seminar of RELC. As members will be aware, through its earlier contacts the Department has already established cordial relations with SEAMEC and is very impressed with the progress made by the Council so far - in particular, by the Regional English Language Centre. The Centre is an exciting venture which clearly meets a need which has been keenly felt in the region for some time. The Education Department believes that it has a lot to learn from RELC and hopes that it may be able to give a little in return.

For some time now, the Department has been advocating a more enlightened approach to English teaching in Hong Kong, and although for various cultural and sociological reasons many schools still cling to the more traditional, passive methods of language teaching, there are already clear indications in Hong Kong that a new attitude to English teaching has taken root and is beginning to flourish. The Department welcomes the opportunity offered by this Seminar to learn of progress made by other countries in this field.

I therefore have pleasure in thanking the Director, Mrs. Tai, for inviting the Department to participate in this Seminar and I sincerely hope that this marks the beginning of a happy and productive association. Thank you.

MESSAGE FROM THE GOVERNMENT OF NEW ZEALAND TO THE SEMINAR

Delivered by Mrs. Helen Barnard,
Victoria University,
New Zealand.

New Zealand brings its greetings and support to this Seminar on English Language teaching and congratulates those whose vision, meticulous planning and generosity in many forms have made it possible.

The Southeast Asian Ministers of Education Council is a great force for good in this region and indeed beyond this region. It is such a force because it stands for an open mind, a willingness to learn from new ideas whatever and whoever their source. It is also a positive force through having discovered the secret of drawing together people from many nations and communities to work together in a highly practical way for their children's future. These are the two things - openmindedness and working on a practical job together - that lead to the kind of informal relations and friendships that New Zealanders like, and are seeking for among the nations and communities represented by SEAMEC. The Regional English Language Centre, one of the SEAMEC projects and that with which we are at this Seminar particularly associated, surely exemplifies this.

The theme of this seminar, 'New Developments in the Theory and Practice of English Language Teaching', is one which calls for an unusual degree of openmindedness. It is not easy to be openminded about new developments and new techniques, especially when they have been thought up or initiated by someone else. And there is another difficulty. A school programme is like a machine with interdependent parts. If you introduce a new technique, you may have to change the syllabus, change the examination, and even retrain the teachers. Something like this happens when there are innovations in an industry or even in an economy. This is why school programmes tend to be over-rigid, frozen for long periods and change much more slowly than needs and techniques change. But the answer, at least one feels it is the answer, is not to shut one's eyes to new developments but to plan their introduction step by step without unnecessary delay. In the rapid expansion of its welfare services Singapore has given an example of how this can be done.

This Seminar will be a source of enrichment for Colombo Plan training programmes in New Zealand and for those in New Zealand schools who teach English to children with a bilingual background. Most of the teachers now training in Wellington under Colombo Plan auspices come from SEAMEC countries. They work, argue, play and eat together just as the members of this Seminar will work, argue, play and eat together, and it is obvious that the proceedings of this Seminar will have the greatest possible significance for them and for the New Zealand teachers who work with them. This is just one example of the way in which the work done at this Seminar will work powerful effects at a distance, like a wave of light which travels a long way. New Zealand feels at home in this Seminar and with its purposes. We look forward to a continuing practical involvement with the work of the Regional English Language Centre.

MESSAGE FROM THE GOVERNMENT OF THE UNITED KINGDOM TO THE SEMINAR

Delivered by Mr. Rex Browning,
First Secretary,
U.K. High Commission, Singapore.

The British Government strongly supports the work of the Regional English Language Centre and has been pleased to assist the very practical work the Centre is doing with the equally practical gift of equipment and by the provision of staff.

The acquisition of an effective common language by the mass of the people is an important and urgent task all over the world but the need to do so in South-East Asia is as great as it is anywhere. Effective speaking depends on effective teaching. It is the purpose of this seminar to promote more effective teaching and as such it is a most worthy activity for the Language Centre to sponsor. That such a large number of countries are represented here today is both a happy augury for the wide dissemination of the ideas and experience you have all come here to share and a tribute to the wide esteem in which the Language Centre is already held in the region and throughout the world.

May your deliberations mark an important step forward in the crystallization of views about the best ways in which English can be learnt and taught.

MESSAGE FROM THE GOVERNMENT OF THE UNITED STATES TO THE SEMINAR

Delivered by Mr. William H. Bruns,
Charge d'Affaires,
US Embassy,
Singapore.

I am pleased to represent the Government of the United States of America at this opening ceremony of the seminar, which is entitled "New Developments in the Theory and Methods of Teaching and Learning English," and sponsored by the Regional English Language Center. The United States Government is indeed proud to be associated with the SEAMEC countries and other donor countries in helping to support this fine example of regional cooperation in Southeast Asia. The RELC is, I believe, the first SEAMEC project to begin from an idea on the part of the Southeast Asian Ministers of Education and to become a functioning operation. Many people with much imagination transformed that idea into practical reality, and we in the American Embassy in Singapore have had the delightful experience of being able to observe the steady progress of the RELC since its beginning. I congratulate Mrs. Tai and her hard-working RELC staff on their efforts thus far and I wish them even greater success in the years to come. May I also congratulate you, Mr. Minister, and your Ministry officials, particularly Mr. Kwan, on your effective actions in establishing this practical expression of regional cooperation. I offer my best wishes to the participants of this seminar for a profitable and successful meeting. Thank you.

Address by Mrs Tai Yu-lin, Director of the Regional English Language Centre and Chairman of the Coordinating Committee for the Regional English Language Centre at the Opening Ceremony on 9th June 1969

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Your Excellency, Mr Director, Mr Permanent Secretary, Distinguished Delegates, Ladies and Gentlemen,

On behalf of the Regional English Language Centre, I have great pleasure in welcoming you to our Fourth Regional Seminar. First of all, I should like to express my deep gratitude to His Excellency Mr Ong Pang Boon, Singapore's Minister for Education, for coming here to open this historic meeting amidst his many duties and responsibilities of the Republic. I should like to express my profound thanks to the Ministry of Education, Malaysia and the Ministry of Education, Singapore for the generous support and valued assistance in the organisation of this Seminar.

My grateful thanks are due to Dr Soemantri Hardjoprakoso, Director of the Southeast Asian Ministers of Education Secretariat, and Mr Kwan Sai Kheong, Singapore's Permanent Secretary of Education, for their whole-hearted support and cooperation and for being with us this morning. Their presence augurs well for the deliberations of the Seminar. To the many distinguished guests who have come to grace this Opening Ceremony, I express my very sincere appreciation.

It is also my great privilege and pleasure to extend a very warm welcome to the distinguished delegates and participants who have come to this Seminar from more than fifteen countries. In addition to strong teams of senior education administrators and English teaching specialists from the seven member countries of the Organisation, namely Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam, we have some fifty participants who have travelled all the way from Australia, Canada, Hong Kong, Japan, New Zealand, Taipei, the

United Kingdom and the United States, representing the university community, professional organisations, foundations, the British Council, government and international agencies. Many have travelled very long distances to be with us and we thank them especially for accepting our invitation. They include distinguished language teaching specialists, leading scholars in the field of language education, well-known linguists and producers of language teaching materials.

This is indeed an auspicious moment in the first year of the Regional English Language Centre's development. The support and good-will given to us is indeed heart-warming and we are deeply appreciative of the honour you have accorded us. The contributions of such a highly professional community will make this week memorable and important for Southeast Asia where there is a dynamic and concerted effort to implement programmes for qualitative improvement in education.

Among the official delegates from member countries are my distinguished colleagues of the Coordinating Committee for the Regional English Language Centre. My thanks are once more due to the Ministers of Education of member countries for responding so generously and graciously to my request that Coordinating Committee members be included where possible in the delegations. The Coordinating Committee members are eminent educationists nominated by the respective Ministers of Education to be responsible for formulating detailed operational plans for the Regional English Language Centre and for coordinating the work between the Centre and the respective countries in the task of raising standards in the teaching and learning of English as a second or foreign language.

This is the fourth regional seminar convened by the Centre. Our first two seminars were held in the pre-project period of July 1967 - June 1968. The first seminar on the Development of the Regional English Language Centre, held in September 1967, aimed at reviewing existing English teaching programmes in the member countries and making recommendations to the Ministers of Education on the Centre's programmes and activities for a projected 5-year period. The second seminar on the

Training of English Language Teachers was held in April 1968. It was convened to review the existing training programmes for English language teachers in member countries and to consider some of the possibilities for future teacher training programmes. The third seminar was held in November 1968 at the end of a 10-month field trial of the experimental Teacher Education Program, a self-instructional course for training teachers of English as a second language. This seminar aimed at evaluating the three-phase tryout of the project and making recommendations on possible revisions of the Teacher Education Program materials and their use at the Centre and in the member countries.

The theme for this Fourth Seminar "New Developments in the Theory and Methods of Teaching and Learning English" was recommended by the Regional English Language Centre Coordinating Committee at its meetings. Our Seminar objectives are (i) to review some of the more important developments of the past two decades in language teaching, (ii) to consider some of the newer concepts, particularly those that have developed out of transformational grammar, (iii) to provide a platform for the exchange of ideas stemming from the various schools of linguistics and methodology, and (iv) to stimulate critical thinking among the language teaching professionals of the SEAMEO countries.

It is envisaged that, with so much expertise around us, this Seminar will stimulate a great deal of new thinking and exchange of ideas and information between an international group of distinguished scholars on the one hand and responsible planners and administrators of English programmes on the other. It is felt that the holding of a high level professional Seminar of this nature is appropriate at a time when our member countries are much concerned with the improvement of textbooks and other instructional materials and the reform of the curriculum and teaching methods.

The Seminar is planned in two parts. The first part will be devoted to a consideration of the various theories underlying the different approaches to the problems of language teaching methodology. The second part will be taken up by papers and discussions on the applications of the theories in the teaching of the various English language skills with special reference to countries in Southeast Asia. In the course of the Seminar, more than thirty papers will be presented by specialists who represent a very wide range of experience both at the various levels of English teaching and in a great variety of areas of the world. In view of the fact that all member countries of the Organisation are bi-lingual or multi-lingual communities with English taught as a second or foreign language, it is anticipated that, during the deliberations, participants will consider the sociolinguistic background to English teaching in our region, review the English language needs and assess the effectiveness of our present instruction techniques realistically in the light of new developments both within and outside our region and from the important educational viewpoint of reducing wastage to the minimum.

Concurrently with the Seminar, an exhibition of books and aids for English teaching has been organised with the cooperation of some twenty publishers, represented as well as not represented in the region. My sincere thanks are due to the publishers for their positive contribution to this Seminar. We all know that the availability of suitable books for learners, teachers and reference is fundamentally important for achieving educational goals. The display attempts to provide some information of the range and scope of materials available in the field of linguistics and English teaching. Our guests are cordially invited to visit this Exhibition after the Reception this morning. It is sincerely hoped that all participants will be able to find time to see the Exhibition in between working sessions during this week.

And now, it is my pleasant duty to call upon Dr Soemantri Hardjoprakoso, Director of the Southeast Asian Ministers of Education Secretariat to give us his address.

Address by Dr Soemantri Hardjoprakoso, Acting SEAMES Director, delivered at the Opening Ceremony of the RELC Regional Seminar on "New Developments in the Theory and Methods of Teaching and Learning English", Singapore, June 9-14, 1969

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Your Excellency, Honourable Guests, Distinguished Delegates,
Madam Director of the RELC, Members of the Organizing Committee,
Ladies and Gentlemen:

It is always a great pleasure for me to attend activities of the RELC, whether they are seminars, Coordinating Committee meetings or certificate awarding ceremonies. As always, these activities prove to be very pleasant occasions because, under the leadership of Mrs Tai Yu-lin, the RELC represents one of the best organized and most progressive of all the regional centres of our Organization, SEAMEO. In view of the expertise and efficiency of the Coordinating Committee, the Project Director, the experts, the professional staff and administrative personnel, I have always held that the less SEAMES interferes in the professional and day-to-day business of the RELC, the better the Centre will run.

The present RELC regional seminar is of particular interest to me because of its crucial importance to the business of English language education, and therefore to the improvement of all forms of communication between the countries of Southeast Asia. This seminar, I understand, will handle the introduction of new methods in the teaching of English as a foreign language and the application of modern findings to language teaching. The agenda items of the seminar evince the idea that the experts of the RELC are very concerned with the efficiency and effectiveness of their duty. They want to carry out their task in accordance with scientific progress and they want to give their utmost to accomplish their duty. I cannot but admit that the combination of the highly efficient function of the RELC and the precise choice of issues to be discussed in this seminar will surely be of benefit to the Southeast Asian Region. And therefore to repeat my feelings expressed at the beginning of this address, it is a real pleasure for me as Acting SEAMES Director to attend this useful gathering of the RELC family.

It is really enlightening that in Southeast Asia there are prominent persons in the field of education who have the courage, the brain and the foresight to dedicate their mission to the welfare of the coming generation, and I am sure that outside the field of education we shall meet the same spirit or the will to serve the region. In this context, I am particularly gratified to note that, in spite of the unforeseen difficulties in establishing a modus vivendi within each member country, within our region, and between our region and the rest of the world, the SEAMEC movement for regional cooperation in education continues to make great progress in an atmosphere of professional amity and cordiality. Let all of us continue to work for regional cohesion and solidarity in this part of the world. The spirit of the brotherhood of mankind must prevail.

Ladies and Gentlemen: I take this opportunity to wish this RELC Regional Seminar every success in its venture.

Address by the Minister for Education, Mr. Ong Pang Boon, at the Opening of the Fourth Regional Seminar of the SEAMEC Regional English Language Centre at the Cultural Centre, Singapore on Monday, 9th June 1969

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Mdm. Chairman,
Distinguished Participants,
Ladies & Gentlemen:

On behalf of the Government of the Republic of Singapore, I extend to the distinguished participants of this Seminar a most cordial welcome. As you know, this Seminar was to have been held in Kuala Lumpur, but a change of venue became necessary owing to circumstances beyond the control of the Organising Committee, and a decision had to be taken at very short notice to hold it in Singapore instead. We welcome this opportunity to play host to such a distinguished gathering, but as we had barely a fortnight to finalise the arrangements, we hope that our guests will overlook any shortcomings on our part.

I am glad to note that the participants of this Seminar have come not only from SEAMEC countries, but also from countries outside the region, such as the United States of America, the United Kingdom, Canada, Australia, New Zealand, Israel, New Guinea, Hong Kong and Japan. There are also present representatives of UNESCO, the Ford Foundation, the United States Information Service, the British Council and publishing firms from many parts of the world. This is therefore more of an international seminar than a regional one. Your presence clearly indicates that the Regional English Language Centre has already begun to attract world-wide attention. With your support and guidance, the Centre can look forward to a bright future.

In this connection, our guests will be glad to know that an agreement was signed last month by the Southeast Asian Ministers of Education Organisation with the Government of the United States of America and the Singapore Government for the construction of a 16-storey building in Singapore, the main part of which will be used to house the permanent headquarters of the Regional English Language Centre. This agreement, the first of its kind to be concluded, marks an important step forward in the promotion of regional co-operation for which the Organisation was founded three years ago. As a founder member of the Organisation and a staunch supporter of regionalism, Singapore is privileged to be the host country of the RELC, which is the first SEAMEC project to reach the permanent stage of development. At the same time, we sincerely hope that other member countries of the Organisation will soon be concluding similar agreements for their respective projects. With a number of centres of excellence established in the region, each concerned with a particular field of study and research, there will be a free interchange,not only of knowledge and skill, but also of goodwill and understanding among the peoples of Southeast Asia.

In all these regional centres, whatever the field of specialisation, be it English teaching, mathematics and science, tropical medicine, agriculture, tropical biology, or educational innovation and technology, the language of instruction is intended to be English. The English language has thus become the instrument for educational co-operation in a region where English is not the mother tongue of the great majority of its peoples. This illustrates the importance of English as a second language in a multi-lingual situation where each language group is, quite rightly, anxious to preserve its own language and culture. In such a situation, English has the advantage that it is nobody's native tongue, and, at the same time, everybody's common language.

The theme of this Seminar, "New Developments in the Theory and Methods of Teaching and Learning English", is of particular interest to Singapore because of the role which the English language plays in our multi-racial and multi-lingual society. English is one of the four official languages of our Republic. It is the language of administration, of commerce, of science and technology, and of international communications. By the free choice of our people, it is also the language of instruction for 60% of our 520,000 children in school, and the second language of the remaining 40%. Although English is so widely used in the Republic, there are no native speakers of the language in our education service, apart from a handful of experts on short-term assignments. Unless, therefore, we keep abreast with the latest advances in the techniques of teaching English, we may be faced with a gradual decline in the standard of English, both written and spoken. Whilst we have no qualms about the evolution of a kind of "Singaporean English", so long as it is readily understood by speakers of other brands of English, we must guard against the possible degeneration of English to a stage where it is no longer recognisable as such. There is a Chinese saying which, freely translated, means: "If a worker wishes to do a good job, he must first sharpen his tools". English is a valuable tool in our society; we intend to keep it sharpened, and make it available to all those who want to use it.

I therefore look forward to the results of your Seminar with interest and hope that your recommendations will help to upgrade the teaching and learning of English, not only in Singapore but in the entire SEAMEC region. In wishing you a successful seminar, may I also hope that you will find time to see something of Singapore before you return home.

I now have great pleasure in declaring the Seminar open.

Communique

14 June 1969

The Regional English Language Centre concluded its Fourth Regional Seminar today at the Cultural Centre in Canning Rise. The week-long seminar was attended by 30 delegates from the seven member countries of the South East Asian Ministers of Education Organisation, namely, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam, and 150 other participants from Southeast Asia, Australia, Canada, Hong Kong, Japan, Israel, New Zealand, Taiwan, the United Kingdom and the United States. This was the first seminar sponsored by the Regional English Language Centre to be devoted exclusively to the professional and educational aspects of teaching and learning English as a second or foreign language.

The intent of the seminar was to bring together professionals from within and outside the region to consider the topic "New Developments in the Theory and Methods of Teaching and Learning English." Over the past decade, a considerable amount of research and experimentation has been undertaken in the fields of linguistics, verbal learning, and the teaching of foreign languages, particularly English. Some of the thinking that has developed out of this research has created a mild revolution in some circles where the teaching of English as a second or foreign language forms an important segment of the school curriculum. The seminar was designed for the purpose of providing a platform from which the proponents of these differing theories could present their theories and the rationale behind them.

During the first three days of the seminar, a total of fourteen "theoretical" papers was read by scholars from SEAMEO countries, the United Kingdom and the United States. Each paper was followed by a discussion period in which all of the participants were involved.

On Thursday and Friday, the participants met in smaller sections to hear and discuss eighteen papers which were of a more specific or "applied" nature in three subject areas: the teaching of oral English, reading, and written English.

In addition to the papers and discussions, there was a demonstration class with pupils from the River Valley Government Chinese Primary School, as well as demonstrations of various modern audio-visual aids for the teaching of English.

The discussions that followed each paper reflected the general enthusiasm of the seminar participants. Due to restrictions of time, the formal discussions were continued during the tea breaks, and indeed into the night in many instances.

The topics covered during the seminar were far reaching, but all were pertinent to the discipline of Teaching English as a Second Language. They ranged from linguistic theory, theories of verbal learning and classroom techniques to the teaching of literature at the university level.

It was generally felt by the participants that the seminar was a very stimulating one, providing as it did for the interchange of theories, experiences and research findings among some of the leading professionals from various parts of the world. As was hoped for, not everyone accepted all of the concepts that were presented by the various speakers. But it is safe to say that everyone was moved to reconsider his own convictions and professional activities in the light of the many new and fresh ideas that came out of the meetings.

It may be concluded that English teaching specialists in Southeast Asia received a powerful stimulus as a result of the Fourth Regional English Language Centre Seminar, and all of the participants will be looking forward to a sequel.

Concurrent with the six-day seminar was the holding of an exhibition of books and audio-visual aids planned with the purpose of giving an idea of the range of materials available for the teaching and learning of English. The exhibition was visited by seminar participants as well as members of several educational institutions in Singapore.

PLENARY SESSIONS

SUMMARIES OF PAPERS AND REPORTS ON QUESTION/DISCUSSION PERIODS

The summaries were provided by the speaker in each case

PLENARY SESSION I

LANGUAGE STRUCTURE AND LANGUAGE TEACHING

by Ronald Wardhaugh

This paper discusses the relationship of linguistic theory to language teaching. Focusing on constructions of the type The boy is $\left\{\begin{array}{l}\text{easy}\\ \text{eager}\\ \text{certain}\end{array}\right\}$ to please, it attempts to show how such constructions are dealt with in various linguistic theories and language courses. In particular, certain ways in which generative-transformational theory may be of use in teaching the distinctions are discussed. The paper concludes that the main contribution of generative-transformational grammar to foreign language teaching is the provision of linguistic insights rather than pedagogical ones. However, the insights we have in both areas are still very few in number.

QUESTIONS/DISCUSSION

A participant began by pointing out that there were dangers implicit in the application of transformational theory to language teaching. For example, it could lead to an undesirable emphasis on teaching rules rather than usage. The speaker replied by pointing out that (a) transformationalists were not concerned with the psychological aspects of language learning and that (b) they were primarily interested in finding an optimal abstract system. Moreover, no leading linguist has ever claimed any real validity or infallibility for his linguistic rules or theories. The speaker thought that this tentativeness and variability of linguistic rules and theories was a healthy sign. Teachers should, however, beware of teaching these linguistic rules to their students.

Another participant questioned the need to teach deep structures for relatively unambiguous sentences. The speaker, however, pointed out that he doubted that there was such a thing as an unambiguous sentence. Even a statement like "I am short" could have a variety of meanings depending on the contexts and situations in which it was made. The need for presenting thoroughly consistent models for effective teaching was reiterated by the speaker.

The next questioner asked whether the Fries-Lado materials (which the speaker had referred to in his paper) had confused deep and surface structures. The speaker replied that such confusions did exist and that the material was being revised. Although actual experimentation had been minimal, the aim was to try to build on experience based on empirical work in the classroom. The revisions have helped to remove some of the earlier ambiguities in the Fries-Lado course.

The speaker pointed out that random practice was unsound. There was a need for proper grading and selection of materials. Teaching should be based on the most useful, productive and frequently used items. It was also essential to stress the communication aspects of language learning.

A participant then expressed the view that mistakes on the part of the learner were a good sign; they pin-pointed for the teacher the difficulties the learner had encountered. They also indicated those areas where there had been a misapplication of rules. The speaker agreed with this view but preferred to use the term "miscues" rather than 'mistakes'. He felt that this was a far healthier attitude for the teacher to adopt to the responses of the learner. He stressed that it was essential for the teacher to have a knowledge of the causes of errors and that insights could be obtained from both classifications and usage.

The speaker pointed out that it was unwise to dismiss Transformational Generative Grammar as being merely speculative. He emphasised the need to adopt an _eclectic_ approach to the problems of language teaching.

In conclusion, the speaker warned that over-reliance on the part of the teacher on direct linguistic findings could be dangerous as linguistics was going through a revolutionary phase at the present time. He thought that it was advisable to stress the psychological and sociological aspects of language teaching and to develop a pedagogy which took such factors into account.

PLENARY SESSION II

THE DISCIPLINE OF TEACHING ENGLISH AS A SECOND LANGUAGE: A THEORETICAL FRAMEWORK

by Francis C. Johnson

There is an urgent need for those of us in the field of teaching English as a second language to define more adequately the goals and strategies of our endeavour. This need exists because our field has been subsumed by other related fields, particularly linguistics, and our goals have in some instances been identified with these related but different fields. Second language learning is not the acquisition of systems of linguistic symbols. It is the acquisition of behaviours of communication. A theoretical framework for a discipline of TESL might put in perspective the contributions of related disciplines as they relate to our peculiar goals and purposes. This paper attempts to prevent one such view of a theoretical framework.

QUESTIONS/DISCUSSION

The speaker was asked whether he had been recommending that linguistic theory should be dropped from teacher training courses; the questioner had found some theoretical background useful in the training of teachers. The speaker replied that the most important thing was to upgrade the status of methodology in teacher training courses; this might have to be achieved at the expense of linguistic theory.

A participant then expressed strong support for a greater emphasis on methods and demonstrations by first class teachers, which in his view were much more important in the training of language teachers than linguistic theory.

A participant questioned whether it would be possible to build a discipline on the basis of methodology alone; methodology was surely dependent on a theory or theories. In reply, the speaker stressed that the situation in the classroom was all-important and should be much more carefully studied than it had been in the past.

Another participant strongly supported the speaker's treatment of the theme that language was for communication. He went on to ask at what level, and after how many years of teaching, should the communication skill be introduced and how would learners of English not familiar with the cultural content be able to handle the situation.

Professor Johnson replied that language teaching had not been sufficiently studied from the point of view of facilitation; rather the tendency had been to emphasise difficulties and built-in mistakes. He would start teaching communication from the first day of the course, from linguistic symbols and from non-linguistic symbols of overt behaviour. In this way the learners would be being trained in language behaviour through actively participating in communication.

Finally, the speaker was asked which factors he would take into consideration in the formulation of a theory on which to base research. He replied that research could be undertaken in many areas of language pedagogy on an empirical basis, without commitment to a theoretical bias. Experimentation (i.e. ground-level research) could be started in the classroom-research on actual behaviour which might lead to a sounder formulation of language teaching theory.

PLENARY SESSION III

TESOL: A SOL POINT OF VIEW

(Teaching of English to Speakers of Other Languages:
a point of view from a Speaker of Other Languages)

by Molly Ng Kuen Seong

I. Present situation relating to

1. Linguistics and linguistic theories - battle of the linguists - to each his own - away with rules and explanations - new rules and explanations - no conclusions yet.
2. Second Language teaching - TESL/TEFL/TESOL - convenient blanket term for all countries learning English as a Second/Foreign Language irrespective of backgrounds - common goal in making TESL/TEFL succeed - attitudes of some 'zealous guardians' of the language.
3. Pedagogy -
    a) clinging to 'safe' methods like grammar and translation or combination of both, or explanation of words and phrases
    b) influence of structural linguistics on methods: substitution drills, learning of structures in vacuo, etc - all bone and no flesh - more recent contextualised materials
    c) discord among grammarians on what to teach or which to teach first - rules made to be broken - textbooks or course books full of contradictions.
4. Teachers of EFL/ESL/ESOL - unconvinced of new approach(es) - swing from emphasis on reading and writing to that on listening and speaking too sudden - tongues of teachers tied by tradition - aural-oral methods good for young learners - vacuum for older learners - mature minds versus over-simplified materials or textbook situations -

Instructional materials labelled for TESL/TEFL/TESOL unrelated to one another even in same series - different materials for different lessons - tremendous burden on learners.

II. An integrated approach to TESL/TEFL/TESOL - lessons correlating all 4 skills with room for learning the language effectively.

This part of the paper will be elaborated on with the aid of notes and demonstration during the talk.

III. Conclusion - plea to linguists and grammarians to agree on signaling system for better results in future.

QUESTIONS/DISCUSSION

The brief subsequent discussion was mainly devoted to questions of the teaching of sounds.

Finally, the speaker was asked at what level of attainment the work outlined in the handout was set. She replied that the work was intended for Secondary One or Two, that is to say, after 6 or 7 years of exposure to English (30 - 40 minutes a day, 6 times a week) in the non-English medium Primary schools in Singapore.

PLENARY SESSION IV

GENERATIVE SEMANTICS

by L.A. Hill

The requirements of language teachers are not the same as those of linguistic scholars. We need a science of language didactics rather than linguistics.

If language is to be taught for communication, language teaching must concern itself very much with meaning, however untidy and difficult to analyse scientifically the latter may be.

Generative semantics, or context grammar, would offer more to the teacher of languages to average pupils than generative syntax or transformational grammar does.

Generative semantics would analyse situations into their semantic elements, and then show how these are represented by linguistic elements. The semantic elements would include emotions which the speaker/writer was trying to convey, and ones he was trying to arouse.

Generative semantics would start from very simple situations and gradually combine these into the most complex ones.

It could be used for a variety of purposes, including the production of a semantically graded programmed course.

Unlike transformational grammar, it would allow idioms to fall easily into place.

It would also help to replace formal types of drill by contextualized ones.

QUESTIONS/DISCUSSION

The speaker was asked why he used the term generative rather than contrastive semantics. He replied that contrastive semantics, like contrastive analysis, would be based on different languages and not on semantic features within a single language. Generative semantics starts from kernels or elements of meaning and builds up gradually to something more complicated.

A participant compared and contrasted the views expressed by the speaker with the work being done in North America in the field of generative semantics. Mr Hill's approach related to the use of language in meaningful contexts. The North Americans were more interested in matters such as the connection between two sentences of the following type:

1) Seymour sliced the salami with the knife.

2) Seymour used the knife to slice the salami with.

These two sentences mean the same thing semantically and certain parts of each can be equated. "Generative," to North American linguists, did not mean starting from a kernel; the term related rather to the explicitness and rigour by which sentences were set up. Idioms were a serious problem; many were special cases and neither generative syntax nor generative semantics was going to solve the problem.

Another participant stressed that educators should use insights from other disciplines. This did not mean accepting one and rejecting the others but rather synthesizing to produce one whole, integrated theory.

A participant agreed with the speaker that the meaning of a sentence was not just in the words and phrases it contained; stress and intonation were also important. We should not exaggerate certain elements at the expense of others; our aim should be the pragmatic one of teaching basically correct forms and an intelligible pronunciation. The speaker emphasised the importance of selection and limitation in establishing our corpus of language material to teach. An appropriate aim for teachers would be to achieve a standard of international intelligibility in the learners.

In reply to the last questioner, Mr Hill expressed the view that contextualized practice was as easy to organise as, and much more valuable than, formal pattern practice.

PLENARY SESSION V

STUDIES IN LANGUAGE ACQUISITION AND ON ATTITUDES ON LANGUAGE: THEIR RELEVANCE IN ENGLISH LANGUAGE PROGRAMS

by Bonifacio P. Sibayan

This paper attempts to suggest that in addition to the contributions of structural and transformational/generative linguistics theory to the teaching of English, there is a need for attention to studies in how language is learned. Also, as relevant, those engaged in teaching the English language in Asia should be informed on the role of English in various societies. Studies on attitudes and value judgements on the use of language, especially English, should be made and the results made use of in language programs.

This paper cites some preliminary findings of studies on language acquisition and attitudes on language and language use done at the Language Center of the Philippine Normal College. These indicate the need for attention to these areas in language teaching programs.

QUESTIONS/DISCUSSION

The speaker was questioned about his experiment on the effects of early home training; how had "home training" been measured? The reply was that home training had not been measured but determined from the questionnaire i.e. from indications given there of English usage at home and so on.

A participant asked the speaker to comment on the relationship between his research and other studies of speaker attitudes such as those of bilinguals in Canada and others. In his reply, Dr. Sibayan stressed the importance of attitudes on language; in a job situation, applicants were usually pigeon-holed according to the kind of language they used; the one who spoke better English got the better job. The kind of English spoken also influenced the kind of job obtained. The results of all these studies were disturbing, even painful, but they could not be ignored.

The speaker was asked about the situation where English was a medium of instruction and consequently replaced the mother-tongue in wide areas of the learners' experience. Did this use of English have any effect on the average child's development in school? The speaker replied that this problem was only just beginning to be studied and the evidence was rather scanty. He referred to one study with speakers of Ilocano which seemed to show no evidence of any difference in levels of achievement between pupils who began their education in Ilocano and those who began in English.

A participant then suggested that, where more than one language was being taught, it was advisable to teach each language in a different environment, for example, with a different teacher. This would help to reduce inter-language interference. On the question of which model of language should be taught, the same participant went on to point out that regional standards were being increasingly adopted all over the world; it was obvious that a teacher could not teach a better pronunciation than his own. Dr. Sibayan agreed that it was preferable to teach different languages in a different environment but this could not always be done, for example because of administrative and financial considerations.

A participant referred to the speaker's use in his paper of the term "educated Filipino English" and wondered how the characteristics of such a dialect had been determined. She suggested, from her own experience as a teacher of speech, that educated local dialects could best develop by taking the native speaker's speech as a standard. Otherwise, she thought, there was a danger that the local dialect, though intelligible to local speakers, would not be understood internationally.

Another participant referred to experiments conducted in Canada on the teaching in the medium of the second language from the first grade. These experiments indicated

(i) that there was no retardation in first language development;

(ii) that there was a significant improvement in second language learning.

The final contribution from the floor was a strong recommendation that specialist language teachers should teach in the initial, formative years of language learning rather than at the later primary stages.

PLENARY SESSION VI

WHAT IS THE ROLE (IF ANY) OF PSYCHOLINGUISTICS IN SECOND LANGUAGE TEACHING

by Theodore Rodgers

This talk will attempt to suggest the relevance (or non-relevance) to the teaching of second languages of certain kinds of psychological data concerning language behaviour. Two favourite forms of laboratory language learning - the method of paired-associates and the method of serial lists - are seen to bear little relationship to any kind of non-laboratory language learning. Similarly, investigations of the learning of miniature linguistic systems support other findings suggesting that there is no gradual approximation to language learning. One is either in the language learning system or out of it. The learning of miniature linguistic systems appears to be out of it.

Developmental studies of first language acquisition and clinical studies of language dissolution seem more relevant to concerns of the language teacher. As examples, the concept of linguistic difficulty and the modelling of language learning behaviour will be discussed. Studies of the relative difficulty of syllable sequences are reviewed and a sample experiment will be conducted with the audience. A model of the second language learner comparable to McNeil's model of a Language Acquisition Device (LAD) is suggested. Such a model will necessarily take cognizance of at least three capacities of the adult second language learner.

He is: a) already a sophisticated user of one language.

He is: b) a sensitive interpreter of the context in which linguistic signals are embedded.

He is: c) an irrepressible hypothesis-maker as regards the meanings and intentions of a message-sender.

It is felt that these capacities have either been deplored or ignored in discussions of second language teaching to the detriment of instruction and materials development. Some suggestions are offered as to how these capacities can be exploited in second language teaching.

QUESTIONS/DISCUSSION

A participant began the discussion by making the observation that there was a tendency to vowel loss in the pronunciation of final syllables in English; a number of examples of this was given. The speaker agreed, pointing out that this was an instance of phonetic simplification.

Another participant asked whether there were studies on the ordering of grammatical structures that would be helpful in the writing of logically-based textbooks for adult second-language learners. Dr. Rodgers replied that what was needed were criteria to determine syntactical difficulty. So far, there was nothing in experimental research potent enough to pass on. However, the evidence pointed towards the great value of an emphasis on situational features rather than on exclusively linguistic structure.

The last contribution from the floor was a request for further clarification on the relative difficulty of the English consonant clusters for the second language learner. The speaker suggested the following "hierarchy of difficulty":

CV / CVC - the easiest
CCVCC
CCCVC
CVCCC - the most difficult (learners tended to insert vowels between the consonants).

PLENARY SESSION VII

ACCULTURALIZATION AND READING

by M.L. Boonlua Debyasuvarn

1. There is insufficient understanding of the problems of teaching the reading of a foreign language.
2. Only vocabulary was given attention before, but at the moment more attention is being given to grammatical structures.
3. Understanding what is written in a foreign language involves more than understanding vocabulary and structures, however. The whole experience of the learner must be taken into account.
4. It is not easy for young people to put themselves into a cultural environment different from their own. It is not easy even to imagine a cultural environment that belongs to another period rather than one's own, even within the same national culture.
5. A few suggestions for the solution of the problems.

QUESTIONS/DISCUSSION

The first participant to speak from the floor defended the choice of a poem such as Robert Frost's "Stopping by Woods on a Snowy Evening" as suitable for learners of English on the grounds that students should not remain indefinitely within the confines of their own experience. Frost's poem was not essentially about snow or woods but about a human emotional experience that could be shared by all. Since the choice appeared to be between simple literature offering few ideas and more substantial pieces like "Stopping by Woods," she asked what poems would be considered by the speaker to be suitable for learners of English. M.L. Boonlua replied that this was a difficult question to answer impromptu; if something like Frost's poem must be taught at all, it would be best to tackle it carefully, step by step. This meant that the teacher should use visual aids, enlist the cooperation of other departments such as geography, and so on. Above all, the teacher of English himself needed to have considerable understanding of Western culture before he could teach English poetry.

A participant then made the observation that students were more developed intellectually than they were linguistically. As a consequence, they became hostile to the idea of reading simplified literary texts, although their linguistic ability was not sufficient to cope with more sophisticated works. He wondered how this problem might be solved. The speaker replied that, if there were no restrictions imposed by the local Ministry of Education, the teacher could choose appropriate texts for close study in class and strongly encourage free reading outside.

The suggestion was offered that a good start could be made with narrative poetry and ballads which were easier to understand than lyric poetry. The importance of songs and poems in teaching stress and intonation should not be overlooked. The speaker agreed with this in general but pointed out that contemporary teachers tended to eschew anything Victorian; she referred to a suggestion made at a recent conference in Hong Kong that modern poetry rather than poetry of an earlier period should be taught. It was her view, however, that modern poetry was too difficult - most of it was not easy even for native speakers. She again stressed the value for teachers of English of knowing what the other departments in their school were doing.

The final contribution from the floor was the observation that the sole criterion in the selection of poems should be suitability; any choice would always be subject to criticism. Explication of literary texts almost always took more time to deal with properly than was allowed by the timetable; more flexibility in course arrangements and timetabling would be of the greatest benefit to the teacher of literature.

PLENARY SESSION VIII

STRUCTURAL AMBIGUITY: A STUMBLING-BLOCK OF STRUCTURALISM?

by P. W. J. Nababan

Ambiguity, like other sorts of indeterminacies, seems to be a general feature of language. We can distinguish two kinds of linguistic ambiguity: lexical and structural ambiguity. When a word or morpheme has more than one meaning, it is potentially ambiguous; this is what we call lexical ambiguity. Structural ambiguity is found when a phrase or sentence can be given two readings. The potential for ambiguity in a lexical item is brought to light when it occurs in a syntactic frame which does not clearly preclude all but one of the possible meanings. A phrase or sentence is actually ambiguous when the potential of ambiguity is realized by the morphemic constitution and the context. Unresolvable ambiguities are rare in language, because the potentials of ambiguity are counteracted by redundancy, another apparently universal property of language, which operates through the occurrence of features in the linguistic context that exclude some of the alternative meanings and through the restrictive semantic effect of the non-speech environment which eliminates incompatible interpretations.

Ambiguous structures have been brought up more frequently in linguistic literature recently in the writings of Transformational Grammarians. It has been claimed that ambiguous structures can now be handled satisfactorily by linguistics with the Transformational theory. The present paper discusses the more commonly mentioned examples and compares their handling in Transformational Grammar and in Descriptive Linguistics. It is contended that they can be handled at least as well and more economically by DL than by TG. In the DL model, this is done by a specification of the constructions in which the (immediate) constituents stand, or in TG terms, by a labelling of the nodes in a Phrase Structure tree diagram with symbols for constructions. In the TG model, these ambiguous structures are accounted for by deriving them from different underlying deep structures.

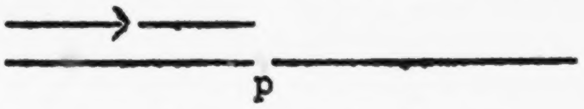
For example, (1) Flying planes can be dangerous will presumably be handled in TG in the following way:

(2) Planes fly
Planes can be dangerous $\Longrightarrow$ (1)$_a$

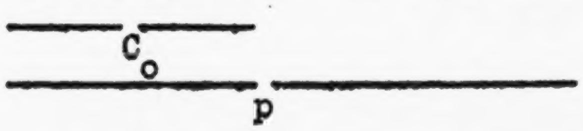
(3) People fly planes
That can be dangerous $\Longrightarrow$ (1)$_b$

In the DL model, it will be described succinctly by specifying the different constructions in which Flying and planes stand:

(4) Flying planes can be dangerous (1)$_a$



(5) Flying planes can be dangerous (1)$_b$



(>: attributive; C_o: objective; P: predicative)

Ambiguous structures are a fact of language. Ambiguity operates in figures of speech like puns, irony, hyperbole, etc. and these function in advertisements, polite speech, poetry, etc. Therefore they should be provided for in the teaching of a language, especially in composition, reading, and speech classes. Special exercises are needed to make the students acquire an alertness to these potentials of ambiguity. These exercises may have the form of giving paraphrases for a given sentence, and "fill-in-the-spaces" exercises supplying a word that will realize or cancel the potential of ambiguity. Correct interpretation is a fundamental aim also in second language learning, therefore the problem of ambiguous structures needs to be included in the teaching of a second language.

QUESTIONS/DISCUSSION

The first participant to speak from the floor examined in detail some of the examples given by Dr. Nababan and concluded that these examples showed, in fact, that structuralism could not deal with problems of ambiguity which the transformational model explained so effectively. He suggested that some of the sets of sentences compared by the speaker were quite different sentences, involving different deep structures; transformational grammar was more concerned with sets of sentences which had either the same surface structure with different deep structures or different surface structures with the same deep structure. Transformational grammar tried to explain the ability of a speaker to assign different meanings to apparently similar sentences; structuralism's attempt to give a comprehensive explanation of ambiguities could not succeed because it did not deal adequately with this problem of the assignment of meanings. In his reply, the speaker said that he had not contended that all the sentences in the set came from the same deep structure. He agreed that the assignment of appropriate meanings came from the speaker's familiarity with the language but maintained that the structuralist approach took cognisance of ambiguity and, in his view, was able to deal with it in the theory.

The next participant conceded that the analysis of ambiguity in language was interesting but he thought that most of the specialists attending the seminar were more concerned with how ambiguous sentences should be taught. Should students be taught to produce ambiguous sentences or merely to be aware of ambiguity? Dr. Nababan replied that he would teach simply an awareness of ambiguous structures; this was important in Indonesia where contact with the English language was largely through reading.

PLENARY SESSION IX

ENGLISH GENITIVES DERIVED FROM PREDICATIONS: IMPLICATIONS FOR TEACHING ENGLISH AS A SECOND LANGUAGE

by Andrew MacLeish

This paper will demonstrate the concept and method of deriving various English "true possessives" by nominalizing sentences of the form "X has Y." It will also suggest, very briefly, some implications that this concept has for teaching ESL and for materials preparation. The paper will be organized into five parts.

First it is necessary to consider the motivation for deriving genitives from underlying sentences rather than for treating only the surface form of such genitives. The point to be made here is that the use of auxiliary verbs for predicating possession is a universal not only among Indo-European languages but among other language groups such as American Indian and Northern Caucasian. We will also posit that significant paraphrase relationships exist between the dative and genitive cases in almost all Indo-European languages.

From this point, the paper will move to a view that the expression of the genitive case is not to be considered as a morphological-affixual concept, but, rather, as a syntactic-semantic relationship in underlying structure. This is to say that the genitive is what Whorf originally called a "covert" matter, that morphological and syntactic case markers are merely surface reflexes of underlying structures expressing universal semantic relationships.

There are, then, two ways of deriving genitives. What Fillmore (1968) calls the "inalienable" possessive is derived from an underlying non-sentential relationship between two nouns in which adnominal datives are obligatorily embedded after N. The other technique for deriving genitives is to embed an S after an N which is not **inalienably** possessed.

English has at least ten subclasses of possessives which can be derived by nominalizing an embedded "X has Y" sentence. These subclasses are difficult to label in an abstract since they result from fairly complex relationships between syntax and the lexical features of nouns. A simple example will serve here. When the "X has Y" sentence contains an X which is animate the transform "X's Y" is most likely: the dog's owner. When X is inanimate and Y is animate the nominalization of "Y of X" is more likely: the mayor of the city. The paper will discuss ten kinds of possessive derivations in another attempt to illustrate that it may be possible to begin the discovery of a semantically justified universal theory containing rules to convert semantic deep structures into surface sentences. In this way we get beyond the methodological commitments of grammarians to a discussion of the nature of language.

Finally, the paper will suggest some rather obvious applications of the derivational process to ESL: (1) Its relevance to what is known as the "transformation" drill; (2) Its relevance to the teaching of semantic distinctions; (3) Its relevance to contrasting the deep structures of English and other languages.

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QUESTIONS/DISCUSSION

A participant observed that he could understand how the derivation of genitives from predications came about. However, he was concerned that teaching the derivations to language students might tend to increase L1 interference; he recommended memorization as a safer teaching technique. The speaker agreed that memorization was essential but suggested that materials might be ordered for teaching in such a way that similar derivational processes were treated together.

There followed a discussion on the relationship of genitives to predications in languages other than English. Reference was also made to different "degrees of possession" as in:

$$\begin{cases}\text{the dog's owner}\\ \text{the dog's bone}\\ \text{the dog's collar.}\end{cases}$$

PLENARY SESSION X

SOME IMPLICATIONS OF TRANSFORMATIONAL GRAMMAR FOR LANGUAGE TEACHING

by Donald M. Topping

This paper first reviews some of the claims made by transformational grammarians, i.e. the distinction between deep structure and surface structure, principle of recursiveness, universals of language structures, and the semantic component of the grammar. These claims are then evaluated in terms of their relevancy to linguistic analysis. Some of the psychological and philosophical implications of the claims are then considered. The question is next raised: which of these claims and implications are relevant to language teaching? The conclusion reached is that most of the claims of TG are valid for linguistic analysis, but only a few have significance for language teaching, particularly in the area of selection and sequencing of materials and the general method in which language material is presented to the learner. These are considered to be sufficiently important to argue that every language teacher should have an understanding of the system of language as presented through transformational grammar.

QUESTIONS/DISCUSSION

The first participant to speak from the floor was rather worried by the speaker's point that, according to the transformational view of grammar, girls who are pretty was less complex than pretty girls. However that may be, the former was certainly a greater learning burden than the latter; it might be that simplicity (of learning) was determined by the surface structure. He agreed that linguistic insights were valuable but stressed that all facts, including facts of surface structure, must be taken into account in developing a sound language teaching methodology. The speaker replied that the sentences he had been dealing with in his paper had not been offered as appropriate teaching items but had been chosen to illustrate certain transformational concepts.

Another participant raised a similar question - were strings that needed fewer transforms simpler or more difficult? Simplicity from a linguistic point of view might not be the same as simplicity from the teaching point of view. Dr. Topping agreed but expressed the view that the grammar which told the most about a language was likely to be the best for language teachers.

The point that teaching simplicity was related to the closeness of the target language to the mother-tongue was then made and the question raised of what was to be the theoretical approach of the Regional English Language Centre in preparing materials and developing teaching methods and techniques.

Another participant had found the paper enlightening but had been disturbed to be told that language was not a series of habits; most teachers were working on the basis that it was. Nevertheless, the differences between the structuralist and transformational approaches did not seem so fundamental as he had thought. The new theory must be taken into account in language teaching; in what way would the new approach affect the training of language teachers? In reply, the speaker said that the differences between the structuralist and transformational approaches were, in fact, considerable. He himself had once thought that the differences were largely terminological but he now realised that the whole view of language was basically quite different between the two schools. In his view, T/G went much further than structuralism in explaining how language functioned. The native speaker acquired far more than a set of habits - he developed the ability to generate an infinite range of unique utterances, a capacity which could not be explained simply in terms of habituation.

The last participant to speak from the floor suggested that the insights into language provided by transformational grammar could help the language teacher, at least by helping him to understand his task better. The T/G model stressed productivity rather than analogy or habituation. Though he thought Dr. Topping's paper useful in its speculations on possible applications of T/G to language teaching, he was sceptical of attempts to use T/G as a basis for the sequencing of material for teaching - there was by no means an agreed body of theory to justify this at the present time. He also questioned the speaker's suggestions about the "simplicity" of certain sentences compared with others; in particular, he wondered why

John threw the ball

had been described as more complex than

John can throw the ball.

Further developments in the theory must be awaited before questions like this could be answered definitively.

PLENARY SESSION XI

THE TEACHING OF LITERATURE (PRACTICAL CRITICISM)

by D.H. Rawlinson

A discussion of the advantages and some of the problems of the teaching method known as "practical criticism", i.e. the informal group discussion of previously unseen poems or prose passages. Given suitably selected material which he can be expected to master "unseen", the student can be invited to make a first-hand judgement on what is in front of him and argue his opinion without external aids or guidance. In such discussion, the student's reading capacity can be tested and developed, and he can acquire the training which, at the pre-University and first-year University stage, he badly needs in recognising and responding to the shades of truth and meaning which are the great writer's means of communicating with us. Practical criticism can help us to combat the tendency students often have of studying criticism rather than literature. One of the difficulties in teaching it is to prevent "close analysis" from becoming a mechanical routine. The answer is seen mainly in the selection of suitable material and the flexible handling of class discussion. The problems of finding exercises in prose as well as poetry are touched on.

PLENARY SESSION XII

THE USE OF THE FIRST LANGUAGE IN SECOND LANGUAGE LEARNING

by Lim Kiat Boey

1. An analysis of the different ways in which the first language may be used in second language learning.
2. A review of the literature on the use of the first language in second language learning to trace different points of view.
3. A review of research in which the effects of using the first language in second language learning are investigated.
4. A description of an experiment which, it is intended, will be carried out in a Primary school. The experiment will compare two methods - one keeping the use of the first language to a minimum and the other using the first language to give the meaning of sentences.

SECTION MEETINGS

SUMMARIES OF PAPERS AND REPORTS ON THE SECTION DISCUSSIONS

The reports were delivered by the Section Meeting Chairman in each case

SECTION A, MEETING I

TEACHING PRONUNCIATION: SOUND TO SPELLING AND SPELLING TO SOUND

by Ronald Wardhaugh

This is a report of "thinking in progress." It concerns the problem of teaching the sound system of English to literate adult non-English speakers. The task has several dimensions: mastery of the phonetics; mastery of the phonological system; and mastery of the English writing system. The paper discusses a way of combining these three tasks and includes a set of prototype exercises to accomplish this goal.

SECTION A, MEETING II

TEACHING NEW UNITS OF ORAL ENGLISH: A TECHNIQUE, A METHOD AND AN APPROACH

by Francis C. Johnson

Currently, many of us in the field of teaching English as a second language believe that classroom techniques depend on an overall method which in turn depends on an approach. This view looks at techniques as "tricks of the trade", a study of which is less important and of less stature than the study of methods or approaches.

This paper attempts to show that we in the field of teaching English as a second language ought to concentrate our attention on what happens in the classroom. What happens between teacher and learner and between learner and learner is our ultimate and prime concern. And this perspective is likely to be the most fruitful for causing changes in our field. Changes in techniques of teaching may lead to new methods which may in turn lead to new approaches to teaching English as a second language. We must free ourselves from the one-way view of change as being firstly dependent on a change in approach which will cause a change in method and then a change in technique.

The paper looks at techniques for improving the practice of new units of language in the classroom. These techniques have implications for methodology which in turn have implications for an approach to second language teaching.

SECTION A, MEETING III

COMMUNICATION AND GRAMMAR:
THE SITUATIONAL GRAMMAR DRILL

by O. Dean Gregory

Experience and observation suggest that the mechanical types of grammar drills, consisting of groups of situationally - unrelated sentences, have limited value as a means of inducing students to recognize and use these forms. Drills can be developed, from the beginning stages onward, which focus on one or more particular structures and which at the same time comprise situations in which communication is necessary (or at least normal). These permit constant association of form and use.

In the paper, I suggest guidelines, offer examples at various levels, and discuss ways of moving from the drills into oral and written composition.

SECTION A, MEETING IV

CONTROLLING DIRECTED DISCOURSE

by Andrew MacLeish

The goal of directed discourse is the use of phonologically correct, habitual responses in something approximating a realistic speech situation. After a particular pattern has been drilled until it has become an habitual response to various other patterns, the instructor must create a situation at least approximating a realistic context in which the learner can use those patterns in a model of social communication. Even in discourse, the learner's utterances should be as predictable as they were in repetition drills and pattern practice.

In constructing directed discourse materials we face four problems. After a discussion of these problems and their possible solutions, the paper moves to a treatment of specific variations on the format of directed discourse exercises, variations that will make the exercises natural.

A separate, yet related, problem is that of directing attention to the semantic content of the sentences being drilled. Four ways of doing this will be examined and criticized. Finally, the paper examines ways of teaching pronunciation and structure simultaneously, as well as ways of using frames and cues beyond the focus of a particular exercise.

SECTION A, MEETING V

THE INTEGRAL APPROACH TO SECOND LANGUAGE TEACHING (INTERMEDIATE LEVEL)

by Oliver Seet Beng Hean

In this paper, I shall not be presenting an entirely new approach to the preparation of language material for students learning English as a second language but rather a development of a concept in material preparation which is fairly new in this part of the world.

The basis of this approach is that there should be a growth, an 'evolution' and an 'organic unity' in the language material presented to a class. To present language material piecemeal - material which is not closely integrated and which does not 'evolve' from a source or nucleus - is to teach haphazardly and this does not lead to effective learning.

In the integral approach, the source or nucleus from which the material is developed is a carefully 'controlled' passage of prose. From this 'nucleus' it is possible for a teacher, without too much difficulty, to develop his lesson material for the week.

Generating Materials from the Nucleus

Students will first have to understand the meaning of the selected passage. Having understood the meaning of the passage, they will then proceed to study the passage as a specimen of linguistic expression.

1. To help them understand the meaning of the passage, carefully prepared sets of questions to explore the different levels of meaning will be asked. Some of these questions can be programmed for Language Laboratory use. It will also be necessary to deal with unfamiliar lexical items. This is best done by furnishing students with definitions and requiring them to identify these items from the passage.
2. Speech exercises will be based on the material in the nucleus. These can range from phonemic drills to 'controlled' oral reading practice.

3. Structural/Sentence Pattern drills will also use the lexis, ideas and situations found in the nucleus.

4. The material for dialogue practice will be derived from the passage initially. With more advanced classes, it can serve as the starting point for conversation.

5. Other kinds of exercises which will draw from the material in the nucleus will include Dictation, 'Reproduction' and remedial grammar.

6. The written work will also be related to the linguistic material, themes or situations in the nucleus.

   It is hoped that, by this constant reference to and use of the material in the nucleus,

   a. students will be constantly exposed to the lexis in the passage.
   b. they will learn to use it because of the frequency of repetition.
   c. they will see an overall pattern and a close correlation between all the language activities conducted in class and thus learn more systematically.

SECTION A, MEETING VI

THE CASE FOR MODIFICATIONS TO THE ORAL APPROACH ARISING FROM A CONSIDERATION OF THE ULTIMATE AIMS OF TEACHING ENGLISH IN COUNTRIES WHERE ENGLISH IS A FOREIGN LANGUAGE

by M. Moelono

The modern view suggests that language be approached through speech. It is therefore customary that the first stages of language learning are devoted to oral drills in order to make the sound system and the basic structures automatic habits. In countries where classes are big and the time spent on foreign language is limited, spending too long a time on oral drills is not very effective. The non-English environment does not offer a chance of any application of classroom drills. The case illustrated below is taken from Indonesian schools where English teaching is begun at high-school. The students are bilingual in a sense that they speak their vernaculars and the national language with great ease. Oral drills in the classroom have to be kept to a minimum. Since the students can already read and write well and books are only the privilege of the very few, it is proposed that reading should be given early. It is for this reason therefore that proposals have been put forward to modify the Oral Approach, especially in view of the fact that the ultimate aim of the average student is reading ability and not the spoken language. The following report is based on three main points:

A. The ultimate aims of teaching English in Indonesian schools.

B. The Oral Approach.

C. Proposals for supplementary materials and future course design.

REPORT ON MEETINGS OF

SECTION A - THE TEACHING OF ORAL ENGLISH

Chairman: R.K. Tongue.

We have the impression that quite a large number of Seminar participants would have liked a little more time for general discussion after a number of the papers we have heard this week. As Chairman of Section A, I had a strong feeling that there was more to be said on a number of topics. The other Chairmen of Sections and I have agreed, therefore, to keep our reports on the Section discussions very short so as to leave time for more general debate. I propose to speak for about ten minutes on what we did in Section A, and then to speak briefly on my own impressions of this conference. I hope that this will leave something approaching an hour for further contributions from participants. So the burning, and even the smouldering, questions can be raised in the course of today's discussion.

First, then, my report on the deliberations of Section A, "The Teaching of Oral English". Dr. Ronald Wardhaugh again opened the batting and again made a big score. This was the only paper we have heard at this meeting on the teaching of pronunciation. After a lucid and succinct summary of the Transformational point of view in the area of phonology, Dr. Wardhaugh went on to the implications, even the applications, of this theory in the language classroom. Perhaps the most interesting point he made was that English spelling is a mess only if looked at from the phonemic point of view. If morphological considerations are taken into account, it is much more sensible and logical. For instance, the three plural phonemic exponents in English, -s (cats)-z (beds) and -iz (judges), represent a single morpheme, the plural morpheme. This is logically represented in the orthography by -s or -es. Thus, if English spelling is looked at morphophonemically instead of simply phonemically, it is not at all bad. Present spelling, said Dr. Wardhaugh, is probably the best that could be devised for the English plural. He dealt with the applications of this idea to the teaching of English in the classroom.

Professor Johnson came next. He developed in more detail an idea he suggested in his plenary session talk on the first day of our meeting - what he called a "task-oriented" presentation of new language material. You will remember that he stressed teaching language as a vehicle for action, and gave primacy to language function. In his Section paper, he took this point further and gave a practical example of teaching language in action by means of work in small groups. This was distinctly provoking of thought, though it meant that a great deal of attention had to be given to the preparation of appropriate teaching materials for such activity.

Dr. Gregory's paper suggested a way of imposing a framework of real situations on what were essentially structural drills, or grammar drills as he called them. Though the questions and responses remained drills, structural drills, they had been carefully planned to fit into a real or possible situation such as "A telephone call to a relative" where B was calling A and transmitting to A the comments of C - a good drill for reported speech. Another example was framed in the situation of a student imagining he was telling a friend about life as a first year student at the university. The situation was real, or possible, but the language used was structurally graded in a very careful way. A very interesting idea was contained in this paper, perhaps of particular use in the language laboratory, since the responses of the learner were meant to be individual ones.

Yesterday morning, Dr. Andrew MacLeish also came into the classroom with his paper on "Controlling Directed Discourse". Dr. MacLeish stressed the importance of a structural comparison between the form of the question and the form of the answer in question/answer drills.

He made the point, with a substantial number of examples, that the sequencing of questions in a drill was very important. His idea was, first ask the questions which are easy to answer, such as "He went to Manila,didn't he?" and gradually shape the desired response, which in this case would be the free answer to the open-ended question "What did he do?". I was particularly happy to hear this point made by Dr. MacLeish as we have been working along these lines at the Regional English Language Centre.

It was interesting that a similar point of view was developed in Mr. Oliver Seet's well-thought out and carefully planned paper which followed. He too stressed the importance of asking the easier questions first, in this case, the questions beginning with an auxiliary or a modal and then going on to the W-questions, those beginning with why, which, when, how etc. which make greater demands on the learner's ability to respond. Mr. Seet was dealing with the integral or unit approach to English teaching at the Intermediate level; he showed how a well-chosen passage of English serves as the basis for a number of interesting exercises, both oral and written, spread over perhaps six teaching periods.

It was on the basis of the last two papers that our most lively discussion developed. Two schools of thought were apparent. One group of participants, whose views were forcefully expressed by Mr. L.A. Hill, was convinced that uncontextualized drilling was of little value; contextualized drills could be constructed which could be carried out as speedily as uncontextualized ones. Uncontextualized material had to be contextualized at some point so why not do it from the beginning. The other school thought that uncontextualized drilling was extremely economical of time and was worth doing, provided that it could be made interesting.

Everyone agreed that contextualized drilling was more valuable; if it could be done as quickly as uncontextualized drilling, it was clearly preferable. The point on which agreement was not reached was simply the one of the best use of the limited time usually available to the second language teacher.

Finally, Mrs. Moelono of Indonesia spoke on something quite different. The first five speakers could be said generally to have approved of some sort of aural-oral approach, though differing about details. Mrs. Moelono raised the question of whether the aural-oral approach might necessarily be the best in all circumstances. She cited the difficulties in the way of this approach in her own country. A point well worth raising and of interest to other countries in this region apart from her own.

All in all, I thought it was a very useful, stimulating and essentially practical series of papers and discussions.

SECTION B, MEETING I

EVALUATING AN ENGLISH TEXT

by Charlotte Reid

1. The need of evaluation in the selection of texts. This paper concentrates on the criteria for judging course books; they should contain sufficient exponents of the varied elements of language teaching - the selection, grading and presentation of language items; vocabulary; the teaching of oral and written skills; practice in reading, and so on - to provide comprehensive coverage of the aspects of English text evaluation. Two levels of evaluation are discussed, one deep and intensive, the other brief and business-like for everyday use.

2. The questions asked in both types are the same:

   2.1 Who is the text written for? For an L1 or L2 audience; for a wide-world audience; for a particular language group; for primary etc. pupils or for self-study; for a certain examination; for technical or scientific students; for immigrants, etc.

   2.2 What does it aim to do? What the author says here is part of the evidence.

   2.3 What does it contain? how many books; teacher's books; what order of teaching items; what selection of vocabulary; how both are presented; the kind and variety of oral drills, oral and written exercises; the number and length of the reading passages; basic assumptions made about language, and language learning; omissions; any other relevant facts - illustrations, tapes, etc; price.

2.4 What is good, and what is bad, about its material and its presentation? The judgement here is subjective but is based on experience, and on evaluating all the possible factors: to take, for this summary, two examples only: in criticising the vocabulary taught we should have to answer such questions: how many words are introduced, selected on what basis (of frequency, everyday situation, comparison with L1 etc); how is their meaning presented (by translation, explanation, illustration etc); how is their pronunciation taught (stress marks, phonetic symbols etc); how often are they used, in this lesson and then later; is there a glossary (meanings in L1, or L2 etc).

In criticising the teaching of reading, we should have to ask: how often, how long are the passages provided; read aloud or silently?; what is their material; what types of writing (dialogue, drama, story, information, discussion); what registers; what cultural background; taken from other writers or written for this text; controlled within the structures or vocabulary of the text or not; linked on one theme or disparate; interesting or boring; aiming at what maturity of intelligence and so on.

2.5 For which audience is the text suitable? In the case of a world-wide text, for which groups of students in your country is it suitable; for which is it not? In the case of a text written locally, is it suitable for the students aimed at; does it follow the (prescribed) syllabus? is its weightage of oral, written, reading practice in line with the students' needs; does it need supplementing; is its local reference correct; is its material divided into reasonable teaching units in the school timetable; is the teacher given the help he needs; are the students' particular L1/L2 problems dealt with; and so on.

3. Who should produce evaluations of texts? Training college staff or teachers on a committee: or a body like RELC: or a Textbook Bureau by means of questionnaires. Disadvantages of each method discussed. The readable evaluation for the layman.

4. Example of a very brief questionnaire meant to be used by headmasters in one type of school.

5. Anyone concerned with getting good English texts into schools must go beyond the criticism of the finished product and must begin to influence the production of texts: by suggesting gaps that need filling: by speaking to authors; by helping with MSS; by providing examples for imitation and adaptation. The most sympathetic evaluator will be the one who has gone through the mill of producing a text himself.

2

SECTION B, MEETING II

TEXTBOOKS: AN AUTHOR'S VIEW

by A.R.B. Etherton

1. Writing and Publishing

Illustrating two undesirable extremes:

a) At least one textbook was written by a school pupil who had not passed the examination for which the book was allegedly preparing its readers.

b) The standards sometimes demanded by educational spectators are so unrealistic that, if they were followed, it would be impossible to write a textbook in less than twenty years, if then.

Publishers vary considerably in aims, methods and quality. Some smaller ones are more concerned with the volume of sales than with quality and educational value.

2. The Role of Textbooks

In many cases, the textbook used in a particular school has a strong influence on the methods used by the teacher and on the material studied by the pupils. This being so, there is a case for closer cooperation between educational authors, publishers and Ministries of Education.

a) An educational author can use the products of research in such a way as to make them of practical help in the classroom. He can help to educate the teacher, but his material and methods must suit the majority of teachers. This can be a limiting factor.

b) Comprehension and reading material can often have a moral or educational aim in addition to a linguistic one. This point is usually neglected.

c) An author can have a liberalizing influence by keeping teachers and pupils in touch with contemporary usage, rather than with that of fifty years ago.

d) Particularly at secondary levels, a textbook can encourage teachers to spend more time teaching and less time testing.

3. Types of Authors

The paper refers to seven types of authors, not all of whom have a beneficial effect upon schools.

4. Preparation of Materials

A professional author is involved in two types of preparation:

a) Continuous preparation, which involves constant contact with schools, conferences, new publications, teachers, pupils and syllabuses (in many countries), and which also demands that he do his own research, particularly in matters of content and methodology.

b) Preparation for a specific project, details of which are given in the paper.

5. Writing a Textbook

The paper contains details of the procedure involved in writing a sample textbook. It also considers royalties and publishers' agreements.

6. The Author and the Ministry of Education

Details are given of a possible procedure for bringing authors, publishers and Ministries closer together. Mention is made of the possible dangers of standardised textbooks.

SECTION B, MEETING III

RECONCILING GRADING WITH CONTEXTUALIZATION

by L. A. Hill

Grading

For the average, not brilliant, student, a graded step-by-step presentation makes learning far easier.

Carefully graded material may bore the teacher, who already knows English, but it does not bore the pupil, who does not. It encourages him to learn, because it gives him success.

Each new meaning of an item should be treated as a new learning effort in the grading. Grammatical patterns which appear similar on the surface but are different in their deep structure represent separate learning efforts.

Contextualization

Language should be learned for communication, as responses to real-life stimuli. This means that mechanical drills and exercises are of little if any value.

The memorization of dialogues is not contextualized work.

We should present and drill each new item in situations; reading and writing material should be contextualized too.

Reconciliation of Grading & Contextualization

It is necessary to make sure that one already has enough language to serve as a basis before introducing a new item.

Concrete items are easy to present in contexts in the early stages, and form a basis for introducing abstract items later.

SECTION B, MEETING IV

BEGINNING READING: RECENT DEVELOPMENTS IN PHILIPPINE PUBLIC SCHOOLS

by Fe Manza

This paper describes the Philippine experience in teaching young pupils to read in English after they have started reading in their native language. It endeavors to provide the rationale for a much earlier introduction of reading in English at the beginning stage of second language learning than has been the practice in Philippine public schools for the last eleven years. This means beginning reading in English in the second semester of Grade I instead of in the second semester of Grade II, or at the beginning of Grade III, the latter being the more common practice among elementary teachers. To show how Bureau thinking has progressed on the subject, the paper briefly recounts the history of TESL in the Philippines, from its Fries-oriented beginnings, through the years of fruitful collaboration with the Philippine Center for Language Study, to the recent increasing concern among supervisors and teachers of English for the improvement of the teaching of reading and writing.

The greater part of the paper discusses the new materials in beginning reading in English that the Bureau of Public Schools has just produced and which were tried out this school year in 15 divisions located in seven different linguistic regions in the Philippines. The English Section, which undertook the writing of the materials, conducted the try-out and is now summarizing the reports and analyzing the data submitted by the experimental schools, thinks that the new materials constitute a breakthrough in the teaching of reading in Philippine public schools and may well start a new trend in the writing of English readers for elementary school children.

SECTION B, MEETING V

AURAL/ORAL ASPECTS OF READING FOR ADULT LEARNERS

by Woon Wei Tuck

This paper describes some of the problems encountered in the teaching of reading to a group of adult-learners of English at the Teachers' Training College, Singapore. Oral and aural techniques that seem to have had beneficial effects are discussed and observations are made on results to date.

Weighted towards structure rather than vocabulary, the emphasis is on extensive 'question and answer' practice in comprehension - bearing in mind the eventual teaching situations which will be encountered by the adults concerned.

Attention is drawn to some of the contributions which linguists have made and can make towards the improvement of reading skills.

SECTION B, MEETING VI

IN-SERVICE TRAINING OF TEACHERS IN TESL

by Long Heng Hua

The language teaching situation in Malaysia has changed since Independence and, though there is no shortage of qualified teachers, there is a shortage of teachers proficient in teaching English as a second language in English Medium and Non-English Medium Schools. To solve this problem, a new Teachers College has been built and In-service Courses of one or two weeks duration have been conducted for qualified teachers.

This paper is based on the experience of running such courses and it tries to explain why these courses have not been as successful as expected. Examples of a few successful courses are also cited. The successful courses are longer and there is usually a follow-up by the lecturers who provide guidance and encouragement to the teachers. The paper concludes by suggesting that short (one or two weeks) courses for the unsophisticated, courses without a follow-up, are perhaps a waste of time and money and suggests that short courses be reserved for those already experienced in second language teaching.

REPORT ON MEETINGS OF

SECTION B - TEXTBOOKS/THE TEACHING OF READING

Chairman: A.D. Moller.

The Section B meetings could not be easily classified into two parts as the section title seems to suggest. They turned out to be an ordered progression of discussions with each session taking up one or more of the themes that had been evoked in the previous session.

Before going into details, let me make a few general remarks. First, the paper givers are to be congratulated on the quality of their papers and on their being able - where necessary - to cut out sections so as to leave adequate time for discussion. Secondly, the participants who attended the Section B meetings are to be congratulated on having responded so readily and effectively - and often searchingly - to the papers. The high standard of contributions from the floor which was set in the plenary sessions was maintained in the Section B meetings. Finally, the majority of speakers asked for advice and comment from the floor and frequently submitted samples of work for our consideration.

We considered the need for evaluating the textbooks used, the writing of textbooks by a single author and by a group of authors under the guidance of a Ministry, the problems of contextualisation and grading that an author faces, materials for training teachers to use English as a medium and finally the merits of short in-service courses for teachers. During discussions on this topic, we returned to questions of syllabuses and textbooks - two of the burning problems in the teaching of English in South East Asia today.

Miss Reid established the need for textbook evaluation and considered two types of evaluation 1) deep and intensive 2) brief but business-like. The former type was likely to produce a profile of an ideal text and our evaluation would only show how far short of the ideal each text would be. The latter type would give a rough guide for everyday use and seems preferable in a situation where there are over 200 books to choose from! Having considered the type of question the evaluator should ask, Miss Reid considered the problem of who the evaluator should be; experience and familiarity with the classroom situation are essential.

The following points were made in discussion:

1. In evaluating a text, many questions can be asked which are trivial. The important one is, "Does the text work?" i.e. the class teacher must be asked "Do the pupils know anything new after doing a unit of the book?". In this connection the local character of the material is not important. A text for West Africa may successfully "teach" an item in Malaysia.

2. This kind of evaluation of whether a text in fact 'works' in class ideally needs to be done before the text is widely introduced. We heard of an attempt at this sort of evaluation made in Kashmir where the evaluator measured the learning of vocabulary claimed to have been taught by a particular text after one year's use. There was, it was said, a high correlation between the number of times the words were used in the text and the successful learning of those words.

3. Nevertheless, the type of 'shrewd guess' by an experienced evaluator described in Miss Reid's paper is an administrative necessity where teachers have free choice of text-books and when there are so many on the market for them to choose from.

4. Teachers cannot be expected to do the kind of evaluation of whether or not a text works though we should attempt to develop techniques to help them to do this and build up their confidence in making such judgements.

Dr. Etherton attempted to show us the need for an individual author for the writing of textbooks - preferably the professional or semi-professional. But at the same time he painted a very discouraging picture of an author's lot. Writing textbooks is hard work, constant research and keeping abreast of latest materials and developments are essential, but the standards and practices of some publishers leave much to be desired. In the final analysis, the financial reward for the author on, let us say, a book costing $2 that sells 10,000 copies is not very great. The paper considered the procedure involved in writing a textbook and the relationship of the author with the Ministry of Education, and expressed the hope that authors, publishers and Ministries be brought closer together.

This question of the relationship with Ministries of Education and the connection between the syllabus and the materials stimulated very earnest discussion. The following points were made:-

Syllabuses prepared by a committee consisting of part-time workers (e.g. inspectors and teachers) are generally found to be unsatisfactory. A better arrangement would be to encourage individual writers to prepare the syllabus, write the textbooks, try the teaching materials with their pupils and finally submit them to the Ministry of Education for consideration.

A syllabus committee is a satisfactory arrangement. The committee writes the syllabus as a joint effort and authors are encouraged to write textbooks based on it. It was the opinion of some authors present that a joint effort at producing materials was desirable in the Region even though this might mean eliminating the private author.

The problem of teachers' guides was raised, particularly for countries where the standard of teaching was variable. The need for a teacher's guide was felt but its position in the textbook raised questions.

The teacher's guide need not be incorporated into the textbook; it could be a separate book. As its name implies, the teacher's guide gives guidance only. Teachers may adapt its suggestions to suit their own techniques of teaching.

The individual author is faced with the problems of context and grading and in his paper Mr. Hill effectively demonstrated the need for a graded, step-by-step presentation of material which had to be reconciled with the need for language to be learned for communication, as responses to real-life stimuli.

Mechanical conversion exercises were both time-consuming and likely to bore the pupil. Most speakers from the floor agreed with this.

It was also pointed out that some measure of drill practice was inevitable and authors ought to provide for this by developing material that would provide this practice in realistic and stimulating situations.

Mr. Hill was asked if story-telling, plays etc. had a place in his scheme. He replied that he thought them necessary and that he provided for them by developing "plateau material" - a variety of material for comprehension, reading, writing, composition etc. which could be used by the teacher at certain levels. This, he claimed, allowed for the very important element of practice of interrelated skills at several levels. Nevertheless, he agreed that certain of the activities, such as songs, could be ungraded.

In answer to another question, Mr. Hill said that his scheme would begin with the eleven years olds. He believed that pupils below that age required different teaching methods.

Mr. Hill had found a constant adjustment of grading and contextualization necessary while he was preparing his materials. This led him to believe that a teacher must **have materials** prepared for him by a full time author.

It was agreed that bringing materials to life was a very difficult problem and the speaker discussed the use of pictures to provide contextualisation.

Miss Fe Manza outlined the Bureau of Public Schools' thinking on the interest of reading in English in the grade schools in the Philippines. Whereas reading had previously been introduced in the latter half of Grade II or the beginning of Grade III (English becomes the medium of instruction in Grade III), this procedure was felt to be inadequate, and it was decided to begin reading in the second semester of Grade I. This meant the writing and trying-out of new materials for this stage and the speaker outlined the principles on which the materials were devised.

On the question of introducing first sounds which are common to both L1 and L2, and on the basis of the sample charts exhibited, it was pointed out that certain sounds e.g. /ə/ and /dark/l/ in English did not occur in the Philippines languages and that the letter 'a' represented different sounds in both L1 and English, yet they were introduced in chart 1. The answer to this problem was that reading activity is closely related to the oral work and this will be first tackled in oral drills and comprehension.

It was feared that the restrictions imposed by introducing only these few sounds at first might lead to the pupils' hearing unnatural English. The enthusiasm of the teacher and the quality of materials would have to compensate for this. The importance of involvement of the pupil in the action and the need for dramatisation were stressed. The materials should be interest-centred and it was found that fairy/folk and animal tales were enjoyed most at this level.

Mr. Woon Wei Tuck turned our attention from 7 year olds to 27 and 37 year olds and the problems of teaching them both reading and speaking; he outlined the scheme he was developing which consisted of

I - Oral drills and pattern practice
II - Comprehension and composition practice (based on patterns learned in I)
III - Language laboratory work in comprehension and production.

Participants then heard more details of the specific situation in which Mr. Woon is working in Singapore. The Singapore government has recently decided that the teaching of Mathematics and Science in all non-English medium schools should be carried out in English. The urgent problem therefore is training Mathematics and Science teachers, competent in these subjects and accustomed to teaching in Chinese/Malay/Tamil, to switch over to teaching their subject in English. The situation will be that of teachers with limited English teaching Mathematics and Science in limited English to pupils whose English will in turn be limited. In view of these limitations, it was suggested that it was desirable for the Mathematics and Science teachers to try and control their structures in keeping with those that the pupils are learning in their English classes. This point led to a re-statement of the desirability of considering the place of the English syllabus in the curriculum as a whole; it was felt that the English syllabus in Singapore should be worked out in close conjunction with the Mathematics and Science syllabuses.

Finally, Section B considered another kind of in-service teacher-training - the one week intensive in-service course for teachers of English clearly outlined in a paper presented by Mr. Long Heng Hua. Doubts were cast on this type of course but it was felt nevertheless that limited positive results could be achieved - notably in the teacher's use of the materials available.

It was suggested that such brief courses were best carried out with a school's entire English staff participating - it should not be in the vacation nor at weekends; the teachers on the courses should be observed in the classroom by the course directors. Such courses can only be effective if there is adequate follow-up.

A plea for effective testing materials and the training of teachers in the use of these materials was made yet again. Should they be centrally prescribed or the choice left to the teacher? Finally, in response to a proposal that, in such a short course, the teacher themselves should be allowed to put their problems and questions to the instructors rather than have so many lessons devoted to various areas of ELT, it was felt that the teachers may not be aware of the problems to raise. In Malaysia, which has a structural syllabus, it may be possible even in a short period to introduce the teacher to, say, two types of drill for use in class, to show how the instructors would teach one or two items of the syllabus and to indicate how the teacher might make better use of the materials available.

SECTION C. MEETING I

TEACHING ENGLISH COMPOSITION

by R.J. Owens

In all the SEAMEC Countries, the standard of written composition is poor, and in none of them do more than 50% (guesstimated) of pupils reach the standard desired. In discussing these facts, this paper suggests that modifications are necessary in the assumptions made about pupil performance in relation to present time and teaching allocations on most courses, that methods of teaching are inadequate, and that new ideas and materials might help.

Composition writing in L2 is not the same as Essay writing yet examinations often demand something of this kind. This is unreasonable and is not made less so by teachers' anticipation of examination demands too early in the course. We should recognise the restricted nature of an L2 learner's linguistic knowledge, state as specifically as possible the limited range of composition writing expected and build proficiency within this range. Detailed grading will be necessary and a more rational allowance of time for learning - as opposed to teaching - language items. In order to preserve some sort of motivation for composition practice, the pupil should get most of what he writes correct. This suggests that controlled writing practice is advisable, and a measured rate of pupil-choice (de-control) be granted on some sort of discernible principle. Something of this sort is done at present in the region but usually controlled writing is thought suitable only for the very early stages. It gives way too soon to less guided or free composition, and the learner is faced with registers, styles and other compositional features that he is not equipped to deal with. New materials are appearing from various writers which suggest ways of improving the situation (a) by clarifying what is involved, and (b) offering planned and graded composition courses.

SECTION C, MEETING II

TECHNIQUES IN TEACHING WRITING

by Aurora L. Samonte

This paper will present selected techniques in teaching certain aspects of writing tried in demonstration classes in the College of Education, University of the Philippines. The techniques make use of contrast, demonstration, and presentation of classified (organized) material in pedagogical doses. They include those on teaching spelling according to pronunciation and meaning patterns, the relation between speech and punctuation, vocabulary development, unity in the paragraph through understanding of paragraph structure, organization of ideas through class-developed outline, and coherence in sentences and paragraphs through sequence signals. The techniques are problem-oriented and are intended to keep high school students faced with such problems as:

1. How does one learn to spell English?
   Is there a system in learning English spelling?
2. What punctuation mark should one use for a particular meaning?
3. How does one observe unity and coherence in a paragraph?
4. How does one organize his ideas in a composition?
5. How can one express his ideas accurately, succinctly, and interestingly?

SECTION C, MEETING III

THE IMPLEMENTATION OF THE STRUCTURAL APPROACH WITH REFERENCE TO THE TEACHING OF WRITTEN ENGLISH

by Sarojini Devi Muttu-Ramalingam

In this paper I propose to do a number of things. I shall attempt to give a brief survey of the introduction of the Structural Approach to teaching English into the non-English medium Primary and Secondary schools in Malaysia, and to discuss some of the obvious problems that we have encountered in the implementation of the programme. Next I shall assess the standard of written work produced by students with reference to uncorrected versions of students' written composition, with the sole aim of determining what are sensible standards of attainment to expect of a student, say, at the end of the Primary school course, at the end of the Secondary school course or on admission to the University. And finally I hope you will have the patience to listen to some of my suggestions and recommendations for applying new methods of teaching on a country-wide basis.

SECTION C, MEETING IV

WRITING WITH STRICT (AND LESS STRICT) GUIDANCE

by D. Cobb

The speaker is principally concerned with writing in the second to sixth years of non-English-medium schools.

Needs and Aims

If we take utility to the student in post-school life as our criterion, we should try to teach pupils to produce writing only of a functional kind.

Motivation

Is it possible for writing with strict guidance to provide the pupil with more than the satisfaction of getting things right?

Advantages

Not only are guided composition exercises a bridge between traditional language exercises and continuous prose, but also between the colloquial classroom style, to which pupils are habituated, and hitherto unfamiliar written styles. One must face the unpleasant fact that many teachers in this region do not feel adequate to the task of teaching composition. The controls of various forms of guided composition assist them as well as the pupil.

Methods

Several different forms of guided composition exercise are reviewed. They offer different degrees of control, ranging from those applying total verbal control to those in which the pupil responds to a stimulus so familiar that the possibility of error is reduced to an acceptable minimum. In one example, pictures of single actions, and pictures in patterns, lead into more complex picture compositions. (Is there any link between skill in comprehension based on pictures and skill in composition based on pictures?) How can we cater simultaneously for the pupil who needs maximum control, and the one who can be safely trusted with some freedom? Do typical time-tables provide enough time for teaching writing?

Testing

What are the implications for testing, if we teach writing with strict guidance? Some forms of test item are suggested.

SECTION C, MEETING V

AN INTENSIVE COURSE IN ENGLISH

by M.F. Baradja

The English department of the School of Education in Malang has set up a special course for newcomers to the department. The course is called An Intensive Course in English and is given for one full semester. The goal of the course is to train the students in such a way that they can master the sound system and the basic grammatical patterns of English and be able to use them in the shortest possible time.

Our serious problem was to find a suitable textbook for the course. We tried the Michigan Intensive Course Materials, but the students were bored to death with all the mechanical drills. It is true that students were relatively fluent in constructing short isolated sentences, but they were not able to use these sentences in the proper situations.

Dr. Donald Leuschel, Mr. Muhnilabib and myself were appointed by our department to write our own materials for the course. We started last January and,when the students came in February, we were two weeks ahead of them. After five months of struggling, we finally completed the preliminary edition of the materials last month. The materials consist of four volumes: lab materials, class materials, notes (to be read at home and written in Indonesian), and homework.

Some samples from the lab materials:

Sample 1

From a tape: He is an American. (pause) He is American. The students have to check whether the two sentences are the same or different, regardless of their meaning.

Sample 2

From a tape: Bill and Sally gave each other gifts.
Who received a gift?

The students have to check one of the following responses:

( ) a. Sally
( ) b. Bill
( ) c. Both Sally and Bill
( ) d. Neither Sally nor Bill

Some samples from the class materials:

Sample 3

Teacher (as a cue) : Mrs. Thomas is poor.
Student A : Mrs. Thomas is poor.
Student B : Yes, but she is happy.

Sample 4

Teacher (as a cue) : Mr. Green was so busy that he forgot to mail the letters.
Student A : Did Mr. Green mail the letters?
Student B : No, he didn't.
Student A : Why didn't he mail them?
Student B : He was very busy.

These exercises are meaningful and at the same time the students are practising towards the automatic use of the language.

SECTION C. MEETING VI

LANGUAGE INTERFERENCE, CONTRASTIVE LINGUISTICS AND LANGUAGE TEACHING

by K. Theivananthampillai

Though a teacher of English as a second language may be aware of language interference, he seldom has any idea of how and why this phenomenon occurs, and what he should do to minimize if not eliminate it altogether. The purpose of this paper is to help the teacher of English to gain some understanding of the complex nature of this phenomenon so that he may use his pedagogical lore to combat this.

Definitions

Any effective strategy against an enemy can succeed only when we can identify him. Hence we should start with a definition that will serve as a basis for our discussion. Interference, according to Weinreich, is the re-arrangement of the patterns of a language, incorporating into it elements which are foreign to its structure. He further says that such phenomena occur usually in the speech of bilinguals because of their familiarity with more than one language.

In practical terms, when a native speaker of English says in German, "Wo gehen sie?" he has allowed the native language to dictate the patterns of the foreign language even though the latter has its own characteristic ones. A native speaker of English, though he usually says, "Where are you coming from?" hardly ever says, "Where are you going to?" The normal pattern would be, "Where are you going?" But in German there are three equivalents to the English "Where" and the learner has, therefore, to make a choice of one of these wherever he would use the English "Where". This is what the speaker referred to above was not aware of and hence the error. Differences between the two languages can be schematically represented thus:

English: Where
Wo (at what place)
Wohin (to what place)
Woher (from what place)

Scholars like Einar Haugen and Vildomec speak of the influence of the second language on the native language and also of one foreign language on another which may occupy third place in the multilingual's linguistic repertoire. Interesting as these forms of interference may be, we as teachers of a second language are concerned only with the interference from the native language. Our problem is to locate the segments of the second language that are thus affected so that we may take remedial measures accordingly.

Robert Lado and Fries have always held the view that the differences between the grammatical systems of the native and foreign languages constitute the learning problems. It is here that contrastive linguistics becomes useful in that it can be used to delineate the learner's "blind spots." Once these trouble spots are located, the teacher is in a better position to devise effective curriculum materials for instructional purposes.

Bases of Interference

The question of why this phenomenon occurs is still a matter of conjecture and speculation. Linguists like Lado and Catford are of the view that interference is in effect negative transfer. McGeogh and Thorndike, both of whom are psychologists, are of the view that learning is facilitated when identical elements are found in the original and new learning situations. McGeogh speaks more particularly of the effects of transfer and calls one positive transfer when it facilitates learning, and the other negative when it inhibits or retards learning.

If, as supposed, all deviations from the norms of the language are due to negative transfer, it should be possible to eradicate such deviations by corrective drills. The stubborn intrusion of the adult's native language in his production of the sounds of the foreign language, and the ease of production of the same sounds by the adult's child suggest that there is more to it than Lado and Catford have been prepared to concede.

Neurological Aspects

Dr. Penfield, a neuro-surgeon, claims that it is the plasticity of the child's brain that facilitates his production of foreign sounds, and that when this plasticity tapers off, during his early teens, he loses his ability to produce foreign sounds with ease.

Linguistic Relativity

There is yet another explanation that may be considered here. Whorf, the anthropologist, maintains that the linguistic system an individual uses from birth determines his perception of reality. The natural conclusion is that an individual, who is used to viewing reality through the moulds provided by his language, would have considerable difficulty in viewing reality through another language which would use a completely different system to dissect reality. Though scholars disagree with Whorf's original hypothesis, yet there is a germ of truth in what he said because language is one area of man's life where he is strongly culture bound.

Co-ordinate and Compound bilingualism

Vildomec says that all interference phenomena may be subsumed under one single rule or law - that of saving effort. According to Ervin and Osgood, this inherent tendency of the learner to save effort can be minimized or enhanced depending on the context in which the language is learnt. A bilingual who learns two languages within one context will tend to develop a "compound" system. The bilingual in this case will use the two linguistic systems interchangeably and would therefore be unable to keep them apart. The bilingual who acquires a language in a different temporal and cultural context will tend to develop a "co-ordinate" system by which he will have two independent linguistic systems that will function without interference from each other.

It should be clear by now that interference is a composite of many strands - psychological, physiological and cultural and that only an investigation at an interdisciplinary level can do justice to this vast subject.

Implications for teaching

If learning problems are caused by negative transfer, the teacher should acquaint himself with the "blind spots" in the foreign language by contrastive linguistic analysis. When we speak of "blind spots", it should not be taken to mean that only the differences between the structures of the native and target languages are important. Structural differences within the target language can cause learning problems. Hence valid instructional materials should be based on both kinds of differences.

It was noted that the younger the learner, the easier it is for him to learn a second language. Hence the second language should be introduced early enough so that the child can capitalize on his natural linguistic endowments.

Earlier we found that speakers of English had difficulty in learning the German for "Where" because there were three equivalents in the target language for one in the native language. The problem of learning a foreign language is the learning of these "divergent" phenomena. (The opposite of this is called "convergent"). Contrastive linguistics, to be effective, must not only note the differences at various levels, but also the direction as either "divergent" or "convergent" in relation to the foreign language.

It was also assumed that interference would be minimized in learning the foreign language in separated contexts. In other words, the theory of "co-ordinate" bilingualism may be considered the basis for the "Direct" method in which the use of the native language is avoided as far as possible.

Psychological basis of language teaching

Linguistic analysis, though it has played a significant role in improving language teaching programmes, is not a method of instruction but an aid to the preparation of valid instructional materials. But this, we must understand, is an answer only to one of the language teacher's major

concerns namely, the WHAT of the instructional process. The answer to the HOW of the instructional process must be given by psychologists. Carroll, an eminent psychologist, says that we do not have a good general theory of language behaviour, though an examination of the practices of teachers suggests that there are two, namely the audiolingual habit theory and the cognitive-code learning theory. Research hitherto has not convincingly demonstrated the superiority of one over the other, though the audiolingual approach seems to be the more popular among language teachers. It must be pointed out here that both these theories have failed to take adequate account of the vast body of knowledge that has become available through the study of verbal learning.
Some of these facts are:

(a) The frequency with which an item is practised is not as crucial as the frequency with which it is contrasted with items with which it may confused.

(b) Greater facility in learning and retention is possible when the material to be learned is meaningful.

(c) Students find it easier to learn when materials are presented visually than when presented aurally alone,

(d) In learning skills of any kind, the focussing of the student's attention on the significant features and helping them to understand will facilitate learning immensely.

(e) The quality of learning and retention is much better when the item to be learnt is linked with as many associations as possible.

All this goes to show that the time has come for us to reassess theories of language learning in the light of research findings both in psychology and linguistics. The audiolingual habit theory needs to be revised and some of the good points of the cognitive - code learning theory incorporated into it if language teaching is to be effective.

REPORT ON MEETINGS OF

SECTION C - THE TEACHING OF WRITING

Chairman: R.J. Owens

Of the six papers given in Section C, only three can be said to have focussed directly on written composition and, of these, two had in mind students exposed to only one period a day in English, whilst the third was concerned with students receiving their education through the medium of English. A fourth paper, which promised to inform us about the implementation of the structural approach in so far as that concerned written English, had so much of preparatory relevance and interest to say that time ran out before it could be finished. Shortage of time cut short the contribution from the Philippines also - though not before we had heard about some well-grounded and imaginative techniques for teaching.

There was, then, a great deal to say, and it seemed fair to let the Paper Speakers have the lion's share of the time available, even if discussion and views from the floor were truncated in consequence.

Everyone recognized that the language learner (or the language teacher) comes to grief more frequently over the written forms of the language than elsewhere. It is one of the main criticisms of an audio-lingual, situational, structure-based teaching approach, that its students can speak better than they can write.

We felt it to be unlikely that syntactic theory would have much direct bearing upon this failure, and so, not surprisingly, we found little cause in Section C to refer to the various insights presented earlier in the week. In consequence, discussion centred on method.

It seems reasonable to contend that more people are being taught English as a Second Language through the use of structurally graded materials, (items being presented one or two at a time and practised orally in some sort of relevant context), than in any other way. In so far as our students speak acceptably at all, it is customary to suppose that this relates to the selection and grading of the language items and the teacher's control over the learner's utterances in class. Will they write better if - mutatis mutandis - the same factors apply? Will strict control over the written utterances, these also being selected and graded carefully, lead to a better performance in written work? And if so, how can such material best be presented?

Both Mr. Cobb and this reporter agree that such practices will lead to better work, and we argued for it in our papers. It involves some elementary calculation about the number of hours available on the course, a very clear statement of the terminal behaviour expected, and a fairly drastic restriction of the registers and styles to those which are (a) relevant to the pupils needs and (b) possible within the restricted amount of English which constitutes the course content. Creative writing, the encouragement of youthful imagination through story authorship or essay writing and so on, is consciously ignored, and mere utilitarian Gradgrindism aiming at quite specific if limited ends is preferred, or so it seems. In fact, the choices are never between such extremes, but arise in terms of the stress and emphasis placed 'here' or 'there', rather than in any group of proscriptions. It is simply that accurate writing, within a limited framework of linguistic structures, does seem achievable through controlled composition techniques. Imaginative writing either happens or does not happen - it cannot be taught,I suppose - and ought best to occur in the native language, the language in which the learners emotions are rooted. Mr. Cobb made the very good point, I thought, that setting compositions as examination questions was really equivalent to asking a number of individual imaginations to function at the same speed, at the same intensity and at the same time - a ludicrous demand.

Our discussion, therefore, centred on how one could best control the written utterances so that interest and motivation were maintained, and so that performance marched step-by-step with growing competence. Different kinds of stimuli were suggested and discussed - pictures, sketches, cartoon-sequences were some of the visual ones mentioned - and among the verbal ones were sentence and paragraph outlines and various language games.

Interesting new materials produced by Hill, Dykstra, Moody and Lois Robinson were mentioned. Some of these helped pupils to use the mind's eye as well as the body's eye, and some of them combined practice opportunity with other benefits. One of these, hopefully, was a developing sense of how an English paragraph is constructed. This might seep into the consciousness of the learner by what Miss Fe Manza termed "language osmosis", but if it did not, then, as Professor Samonte showed us so elegantly, teaching methods developed at the University of the Philippines could lead almost anyone to a grasp of paragraph structure, sentence coherence, and the sequence signals of English both anaphoric and cataphoric. She doubted whether merely teaching controlled writing was enough, substitution in composition being no substitution for composition. But the language capacity of students being taught everything through the medium of English, including English itself, is vastly greater than that of learners who only get L2 English once a day, as Miss Sarojini Devi showed us in her examples of school compositions from pupils with different mixes of these two factors.

As with other topics of English Language Teaching, there were so many aspects or components to be considered that questions tended to be aired rather than answered. I must, then, leave them for your consideration, and remind you now of two or three: Should composition be controlled or not? How is it best controlled? What criteria determine the relaxing of controls? (And not only problems about relaxing overall control - allowing the baby to walk 10, then 20, then 30 steps by himself and so on - but deciding, also, where he shall be permitted to go when he does take his 50 steps). Has essay writing any place in ELT?

I must hasten to record that the Section listened with pleasure to two other papers. In one, Mr. Baradja managed to make an account of an

Intensive Training Course in English sound as exciting a venture as he evidently finds it to be. The new materials now being developed and tried out at Malang are designed to meet Professor Samonte's point that, quite often, existing materials help students to produce only the patterns practised but not to invent or use variants. The Chomsky baby who internalises so capably the grammar of his own language, and can produce an infinite number of sentences generated in accordance with the rules of this grammar, loses the gift when he tries to learn a second language in adolescence, it seems. The Malang materials are designed to remedy this situation by bottle feeding for 16 weeks, 5 days a week and 4 hours a day. 60 students have gone through the first course but we did not hear how they fared.

Dr. Theivananthampillai, from the University of Malaya, read us a paper on Contrastive Linguistics, Language Interference and Language teaching. An ex-student of Professor Carroll at Harvard, Dr. Theivananthampillai was interested in the psychology of transfer and sceptical about some common views on these matters deriving from Lado, Weinreich and Penfield. He demonstrated that interference develops from one part of the target language to another and that the native language may have nothing to do with some errors assigned to L1 - L2 transfer. An eclectic, like the rest of us, in teaching methods, Dr. Theivananthampillai dealt valiantly with attacks on the value of contrastive linguistic studies and gave us all much to think about.

EVENING SESSIONS

SUMMARIES OF PAPERS

EVENING SESSION I

LITERACY EX MACHINA

by Alan Markman

Reading English at the intermediate stage, the level attained by most entering Thai first-year university students (say, a score between 45 and 55 on the Michigan Test of English Proficiency), requires control of the basic syntactical elements of the English language. Progression to the mature stage, where understanding is of the highest order, requires mastery of those elements and the ability to manipulate them quickly and efficiently. Too often, in the past, reading teachers, both in the area of the native language and in that of a second language, have concentrated on vocabulary control and acquisition and "cultural acclimatization," ignoring, or relegating to secondary importance, the significance of those graphemic signals without which communication cannot occur. The reading process, considered phenomenologically, consists of the manipulation in the mind of formal signals which are capable of constructing certain semantic implications and rejecting others. Meaning can arise only when specific signals are related to each other and to a context. From meaning, thus considered, understanding (comprehension of what one reads) emerges. The heart of the teaching process, thus, is a text (leading to a graded series of texts) and a carefully designed (programmed) set of exercises based on that text. The aim of the exercises must be to uncover the quantitative elements of the reading skill which lead to structural control of a text, to those manipulations leading to meaning, to those associations, finally, leading to understanding.

When the actual teaching situation comprises over-large classes, a varied teaching corps embracing some trained and some un-trained teachers, and a student group which, on the average, has been poorly motivated in the past - a fair description of the students entering the Thai universities, so far as their experience in English language instruction is concerned - the use of the over-head projector to present daily lessons is recommended. Each class receives the same instruction, and control of the total teaching environment is more easily maintained. The demonstration is designed to support this assertion.

EVENING SESSION II

INTENSIVE TRAINING COURSE IN ENGLISH BY THE COUNCIL ON LANGUAGE TEACHING DEVELOPMENT

by Chuji Tsuboi

The Council on Language Teaching Development (COLTD) is a non-profit making organization which was established in 1968, on the basis of cooperation among educational, academic and business people in Japan. The aims of the Council are implied in its title.

Among its many other programs, COLTD set up 32 intensive training courses (ITC) in English in the summer of 1968. These courses were designed to train intending college students by totally immersing them in an English speaking atmosphere throughout a two-week camp. Even geographical distribution was one of the guiding principles in selecting the camp sites.

Each course consisted of 15-20 students who were guided by a Japanese instructor and a native speaker informant. In all, 540 students participated in the ITC. From morning to night, English was the only tool they were allowed to use for communication - in class, debates, exercise, meals/recreation etc.

Most of the trainees may be said to have quite a good classroom knowledge of English. They face difficulties, however, when they try to communicate with others in English, especially about intellectual matters. In the ITC, this circumstance was taken fully into consideration and efforts were made not so much towards training in reading and writing as in speaking and hearing; reports, discussions and debates in English were particularly emphasized.

Both before and after the ITC, the English ability of students was tested. The progress especially in aural and oral ability was remarkable. The aural test problems that were given in the two tests were exactly the same. The average score for the first test was 51.2 on the basis of 100 while it went up to 70.0 for the second.

An interesting finding was that, if the score of an individual student for the first test is x, the progress in his (her) score for the second is roughly proportional to (100 - x), irrespective of the value of x.

For testing oral ability, each of the trainees was shown a picture and was requested to say something about it in English. This was done twice, once before the ITC and once after it and the same picture was used in both. The speeches were tape-recorded and compared. The increase in speaking speed was remarkable.

Having been encouraged by these results, COLTD is planning to expand the ITC program so that not only college students but also young executives will be included.

EVENING SESSION III

THE LANGUAGE LABORATORY IN THE CLASSROOM

by A. J-J. Dunn

The tape recorder has made possible important advances in language learning techniques and language laboratory drill tapes are improving in quality and becoming increasingly available.

Such material is particularly useful for consolidation work in which the time-economy factor is very important, but it is being relatively little used in schools, largely because of the inability of the average school to purchase and maintain sophisticated language laboratory equipment.

The author describes how his experiments, and those he carried out in conjunction with two Malaysian colleagues, resulted in the design and production of a simple "language laboratory in a suitcase" which enables taped laboratory materials to be used in the ordinary classroom.

A brief description of this equipment (which will be demonstrated at the seminar) is given together with some suggestions for its use. Mention is also made of the results of informal evaluations which have been made of the effectiveness of the use of this equipment in the classroom.

EVENING SESSION IV

TESL BY EDUCATIONAL TELEVISION

by Tan See Lai

1. Background. Why Television? (short preamble about the Singapore ETV Service) Why ELT programmes?

2. The English Language series transmitted since 1967:- Let's Speak English (Sec. 1 and Sec. 2); Let's Write English (Sec. 2); Literature and Life (Sec. 1); The World of Books (Sec. 2); Let's Speak, Write and Read (Sec. 1).

3. The Planning Stage - The Advisory Council, Subject Committees.

4. Format of the various series.

5. Production techniques - use of 16 mm. films, graphics, animations etc.

6. How a programme is produced - from planning to recording.

7. Utilization. Pre-telecast, telecast, follow-up. Teachers' Notes. ETV Magazine, evaluation forms, supervisory procedures. Seminars. Utilization courses.

8. Results - the successful and the not so successful programmes. Summary of evaluation returns.

9. Difficulties encountered - staffing, facilities, scripting, talents.

10. Plans for the future - to supplement programmes with sound tapes, pupils' workbooks, charts etc. To conduct simple spot tests (pupils) and later, with more personnel and funds, more elaborate research projects on the effectiveness of programmes. Possibly, exchange of programmes with countries throughout the region.

DEMONSTRATION: "Happy New Year" - a programme for Secondary 2 pupils in Chinese, Malay and Tamil schools.

EVENING SESSION V

SOME ASPECTS OF THE TEACHING OF ENGLISH IN VIETNAM

by Le Van Diem

This paper describes the difficult conditions in which English has been taught at a Vietnamese university, the University of Cantho, and the practices which teachers there have adopted in teaching this language. These practices are not applications of any linguistic theories, but are based on certain assumptions and attitudes, which are assumptions and attitudes of teachers of languages rather than of specialists in the field of linguistics.

One assumption is that languages are taught largely through inculcation and "immersion" and are learnt accordingly through imitation and absorption, and that the best model for imitation is the native English-speaking teacher.

Another assumption is that classes in spoken English are not to train students to speak English for the sake of speaking only, but that the teaching of spoken English is an integral part of teaching English as a whole. The student will understand a written passage better if, in reading it, he can sense the intonation of it as if the passage were produced in speech. Therefore,the way and the degree to which the student realizes the intonation plays an important part in his comprehension of the text, and programmes of English studies must be organized in such way that teachers of spoken English, of reading comprehension and of composition can cooperate and integrate the subject matter that they use in their respective classes.

The assumption that good instruction must emphasize inculcation and absorption calls for plans to create a social and cultural environment to support the formal teaching of English in the school. In countries outside the English-speaking world,this demand for a social and cultural environment can be fulfilled by the establishment of club houses, cultural centres and dormitories organized with the assistance of English native speakers and designed to reflect some essential features of life in countries they represent.

SEMINAR EXHIBITION ON BOOKS AND AIDS

SEMINAR EXHIBITION OF BOOKS AND AIDS

An exhibition of books and aids was held concurrently with the Seminar. The exhibition was planned with the purpose of giving an idea of the range of materials available for the teaching and learning of English. Some aspects of the English teaching and learning field that were covered were the history, phonetics and phonology of English, English grammar, voçabulary and usage, writing and reading, and the teaching and learning of English both as a second or foreign language and as the mother tongue. Other related subjects which were included were linguistics, language in general and language learning and teaching. Teaching materials comprised textbooks, readers and courses for learning English. Audio-visual aids and equipment for language teaching were also on display.

A special feature of the exhibition was an English as a Second Language book exhibit brought over from the U.S. through the courtesy of the U.S. Information Service. This exhibit was composed of 200 - 250 books produced by several U.S. publishers and included well-known titles on the subject.

To the following exhibitors many thanks are due for willing co-operation and enthusiasm:

American Book Company

Angus & Robertson (Publishers) Pty. Ltd.

Anthonian Store Sdn. Bhd.

Beacon Publications Ltd.

British Council

Educational Research and Development Centre

Federal Publications Sdn. Bhd.

Ginn & Company Ltd. (represented by Federal Publications)

Graham Brash Limited

D.C. Heath and Company (represented by Associated Publishers Pte. Ltd.)

Heinemann Educational Books (Asia) Ltd.

Longmans Malaysia Sdn. Bhd.

McGraw-Hill Book Company

McGraw-Hill Far Eastern Publishers (Malaysia) Sdn. Bhd.

MacMillan & Co. Ltd.

Minnesota (3M) Malaysia Sdn. Bhd.

Thomas Nelson & Sons Ltd. (represented by Heinemann)

Open Court Publishing Company (represented by Union Press Organisation)

Oxford University Press

Science Research Associates Canada Ltd.

United Publishers Services Limited

United States Information Service

William Jacks & Co. (S) Ltd.

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